



**child
in the
city**

10th Child in the City World Conference Making Connections

5-7 October 2022, Dublin (Ireland)

HOST CITY AND MAIN PARTNERS:



Comhairle Cathrach
Bhaile Átha Cliath
Dublin City Council



An Roinn Leanaí, Combhionannais,
Míchumais, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth

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PROGRAMME COMMITTEE

The programme of the 10th Child in the City World Conference is ensured by a great programme committee. Our programme managers ensured the review and preparation of a high-quality programme with a variety of international speakers.



Deborah Clarke

Play Development
Officer, Dublin City Council



Johan Haarhuis

President Child in the City
Foundation



Irene Quintans

Founder and director
of OCARA Network



Carlo Fabian

Professor at University of
Applied Sciences and Arts
Northwestern Switzerland



Foukje Hajer

Social entrepreneur: advisor
youth policy and children's
rights around 'Child, play and
space'



Sven de Visscher

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Gent

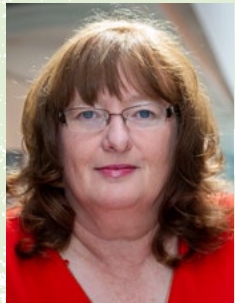
KEYNOTE SPEAKERS

Each day of the conference will be started by a plenary session. This year we have the pleasure of welcoming the following six keynote speakers on stage.

MONDAY, 5TH OCTOBER 10.00 - 10.30, MAIN PLENARY ROOM

Play in 20th century Dublin: tradition, continuity and change

The presentation will share a historical perspective on children's changing play practices in Dublin. Over time and space, children's play and games can be viewed as a process of continuity and change, stability and variation, dynamism and conservatism. Differing play activities and games can be stopped and restarted at any point in time. Taking children's agency as a starting point and acknowledging children's ability to alter their play worlds; how did the increased suburbanization and urban sprawl of Dublin influence their play? This question is explored in relation to outdoor play and street play such as chasing games. This study importantly, is able to access the child's perspective on their own play in Dublin city, long before the agency of children rose to prominence.



Carol Barron

*Assistant Professor, School of Nursing,
Psychotherapy and Community Health, Dublin City
University, Ireland*

MONDAY, 5TH OCTOBER 10.30 - 11.00, MAIN PLENARY ROOM

Green is good: Why? Where? How?

The presentation will draw on research to stimulate discussion about why green space is good for children's play; where such green space might be found in a city; and how it can be provided and improved. Recent research answers the question why green space is good for children and their outdoor play. In addition, during the COVID-19 pandemic the reasons have become more complex. This poses another question: is the importance of green outdoor spaces for children's play now more obvious to children themselves, our societies including the adults who often fund, provide, manage, and control the use of such outdoor green spaces, than before the pandemic started? Most cities have a variety of different types of green spaces that children can use for play. Some may be constructed spaces and some may not be constructed for play, but are found spaces where children perceive and actualise the affordance for play. Within the different types of green spaces that exist in a city the distribution and quality of them, especially for children's play, may be variable.



Helen Woolley

*Professor of Landscape Architecture, Children's
Environment and Society at the University of
Sheffield*

KEYNOTE SPEAKERS

TUESDAY, 6TH OCTOBER 13.30 - 14.00, MAIN PLENARY ROOM

Connecting children's participation in urban planning and play

While many cities and municipalities across the world are increasingly aware of the need to plan for cities that are child-friendly, children's voices still appear to be less evident in planning processes, especially young children and those with disabilities. Yet internationally, the right of the child to participate in urban planning, specially in decision-making about issues that impact them is well accepted. For younger children, participation in decision-making is significantly related to the need for play, and therefore play for many children is at the heart of urban planning. The challenge is complex but requires effort to connect the vision of child participation to the enactment of it in truly authentic ways. Varied models and frameworks exist to support this implementation some of which are only emerging. One such model is Lundy's model (2007) that outlines a process for enacting participation that requires space, voice, audience and influence.



Helen Lynch

Senior Lecturer, University College Cork

TUESDAY, 6TH OCTOBER 14.00 - 14.30, MAIN PLENARY ROOM

Examining artificial intelligence technologies through the lens of children's rights

Artificial Intelligence-based internet and digital technologies are growingly used by children, with one in three internet users globally being under 18 years old. AI undoubtedly offers children many opportunities, but it also raises the risk of compromising their rights, such as their right to protection, participation, education and privacy. A report on Artificial Intelligence and the Rights of the Child from the European Commission's Joint Research Centre seeks to draw attention to this. The report recommends that researchers, policymakers and industry should involve children and their caregivers when designing new policies and initiatives dealing with artificial intelligence-based technologies.



Rosanna Di Gioia

Joint Research Centre of the European Commission

KEYNOTE SPEAKERS

TUESDAY, 7TH OCTOBER 9.00 - 9.30, MAIN PLENARY ROOM

Understanding perceived environmental attributes associated with 'Wartezustand' refugee children's physical activity: a case study in Berlin

Children's health is a big issue, and health problems are very much class-related. Given that the number of refugees and their children is increasing globally and that lack of playing can have a long-term impact on children's health and development, it is critical to understand the current built environments for these refugee children's playing and build the research agenda. To facilitate refugee children's physical activity, it is necessary to investigate the spatial characteristics of refugee accommodation in spatial characteristics of micro environments (within refugee accommodation) and meso environments (around refugee accommodation) associated with their physical activity. Key findings were limited access to play space, the importance of informal playing spaces and lack of neighbourhood safety. Building on the findings, evidence-based design strategies to help refugee children be more active in refugee

accommodations were proposed, supporting an inclusive city for these vulnerable children.



Siqi Chen

TU Darmstadt

TUESDAY, 7TH OCTOBER 11.30 - 12.00, MAIN PLENARY ROOM

Only Connect – including our youngest children in contemporary cities

Cities ... fast paced, noisy, expanding and home to the majority of the world's population. How can the voices of our babies and toddlers be included? How can their voices be heard and their lives featured into policies, strategies, planning and the lived reality? This presentation will consider the developmental specifics of very young children, the critical role of play and its centrality to children's developing sense of wellbeing, belonging and connection to their worlds. Is it enough to recognise their right to play? Is it enough to 'consult' with them? Figuring children into the public domain is challenging and requires linking their microsystems with the socio-cultural macrosystem of their city. This presentation aims to contribute to the conversation on how best this might be achieved.



Noirin Hayes

Trinity College Dublin

PARALLEL SESSION 1.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, PODDLE ROOM

Youth participation climbing the ladder

The paradigm shift in the planning practice and discourse has resulted in a new planning vocabulary. Terms like communication, collaboration, co-creation and participation have become more often utilised by planners and decision makers. Nonetheless, participation in planning poses challenges for planners, especially that the practice of planning is commonly clashing and affected by power structures. Youth participation is more challenging as young people are not only a vulnerable group, but also under the legal age to participate. On the one hand, growing up in European cities, young people feel detached from their environment. On the other hand, planners have very little knowledge in working with youth. For the conference I want to share with you my journey in trying to answer this following question: How can planners engage youth in participation in planning, in order to balance power relations and enhance youths' sense of place? In order to enhance youth involvement in the place, planners should be given equal access to information in the process. Finally, in the presence of power, planners should develop a progressive attitude to anticipate misinformation that might prevent engaging youth in planning.



Samia Dahmani

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Children and the right to the city: recommendations from a research project in Porto

This communication is framed in the project "CRiCity: Children and their Right to the City: Tackling urban inequity through the participatory design of child-friendly cities". Developed since 2018, in Lisboa and Porto, this project aims to understand the social transformations in childhood's relationship with the city, capture children's experiences and social representations of urban space. Here, we focus on the research carried out in Porto, which used participant and non-participant observation, walking interviews, focus groups, interviews and analyses of visual records. Finally, we present a set of proposals and recommendations for public policies at a local, national and global scale. In general, we understand that implementing the "children's right to the city" implies a set of enshrined rights, namely the right to housing and the right to play, leisure or civic participation.



Inês Barbosa, João Teixeira Lopes, Lígia Ferro

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PARALLEL SESSION 1.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, PODDLE ROOM

Coop-erê – Access to play spaces in Brazil for a public childhood health development

Knowing the emerging movement for children's access to the cities in which they live, the social impact company ErêLab founded Cooperê, a social collaboration project whose actors are the public and private sectors, alongside civil social organisations. It is believed that, from the recognition of the responsibilities of each of these actors towards the public space, the perspectives facing the social dynamics experienced today could be changed, starting to look not only at the need for greater interaction between parts so that we can build cities more accessible to everyone, including children, but also due to the extreme urgency in valuing childhood and all the importance that play has for the development of a person. Cooperê during this period took play to slums and very vulnerable communities in different regions of Brazil, being today a great example of how to make a high social impact possible through the establishment of play spaces with local identity.



Roni Hirsch

Erê Lab / Cooperê, Brazil, roni@erelab.com.br

Participation of children in spatial planning processes and procedures in Poland

Participation is a basic part of spatial planning processes. Despite that, in most cases it stays limited to the minimum the procedures require. The presentation will highlight the differences between participation of adults and children, and therefore the need for a different approach to minority groups. It will also present the areas where improvements could be made and will showcase possibilities of adapting the existing procedures, so that the needs of children can be better represented. Examples will be shown, where municipalities took additional steps to include children into those procedures. The discussed workshop processes will be analysed and an attempt on creating guidelines for future initiatives will be made. The research will also focus on the actual results and implementation of the attempted involvement of children into spatial planning procedures.



Helena Szewiola

Silesian University of Technology, Faculty of Architecture, h.szewiola@gmail.com

PARALLEL SESSION 1.2: CONNECTING THE PRESENT WITH THE PAST

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, MAIN PLENARY ROOM

Exploring historical neighbourhoods in St. Louis through the lens of social justice

This study, conducted in St. Louis, Missouri, USA, was initially designed for 7-8 year olds to help them understand the cultural history of neighbourhoods in their community and why segregation persists there. Students explored ways in which neighbourhoods historically provided jobs, healthcare and education to its residents to help the community thrive. The students were able to understand the connection between deep roots of segregation in the city as they relate to current issues. Additionally, students and families formed connections with community partners who provided tours, training. This study has expanded to include a high school. Students participate in learning through classroom experiences, and in neighbourhood tours with their families. Professional Development for all school employees has pivoted to an experiential learning model, so educators have a deeper understanding of the past and ongoing racial dynamics of the city.



Dr. Julia Wilkins Kohrmann

St. Joseph's Academy and University of Missouri-St. Louis, US, juliarwilkins@gmail.com

Changes to the 'Play-Image' of children over the past 30 years in Japan

The declining birthrate and an aging population, attractive electronic games, reduced play with family members, and the lack of play spaces for children, topics related to children's play and design interests and considerations for playgrounds are valued seriously. This presentation will present the creating term "Play-Image" to describe the relationship of children's play and the play space. The aim is to inspire designers not only to focus on the richness of playing facilities, but also the variability and playability, to make playgrounds more attractive for children. This study revealed the quantitative trends and qualitative changing patterns related to children's play and playgrounds over the past 30 years in Japan, by analyzing the titles, descriptions, photos, and critical design reviews in Japanese selected works.



Qin Qing

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PARALLEL SESSION 1.2: CONNECTING THE PRESENT WITH THE PAST

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, MAIN PLENARY ROOM

Creating The Children's Country House at Sudbury

The Children's Country House at Sudbury has been delivered with, for and by children. The whole experience brings history and heritage to life in a new and accessible way for all families. During my presentation I will talk about our journey of connecting children with the past whilst pathing the way for their future experiences with history and their relationship with heritage. You will gain insight into the different ways co-creation has been delivered throughout the project and what our key learnings are.



Jodie Lees

Sudbury Hall and The Museum of Childhood, United Kingdom, jodie.lees@nationaltrust.org.uk, www.nationaltrust.org.uk/the-childrens-country-house-at-sudbury

Rebuilding Social Capital for Kids Outdoor Play – an international study connecting the present with the past

We will share the results of research conducted in collaboration with seven countries (Japan, the Netherlands, UK, Switzerland, Germany, Sweden and Finland) on the spatial conditions for reconstructing social capital for promoting children's outdoor play. The concept of social capital has changed, from building on local relationships to wide-area (digital) networks. However, the COVID 19 pandemic in some areas meant a return to the familiar outdoor environment and inspired outdoor activities of families and small groups. With reference to the Bulleby model by Kyttä (2008), the spatial conditions for reconstructing social capital for promoting children's outdoor play were discussed.



Isami Kinoshita (Otsuma Women's University, Japan, kinoshita_apple@me.com),

Tim Gill (Independent researcher and consultant, United Kingdom,

tim@rethinkingchildhood.com), **Märit Jansson** (Swedish University of Agricultural sciences, Sweden, marit.jansson@slu.se)

PARALLEL SESSION 1.3: CONNECTING GREEN AND PLAY

WEDNESDAY, 5TH OCTOBER 11.30 – 13.00, BEDFORD HALL

Press Green to Play!

The aim of this research is to investigate and identify practical and effective procedures that will ensure the meaningful implementation of key actions under policy statements identified with the local authority's dual strategy. The findings within this research will demonstrate how collaborative working and joined up thinking can impact positively on the development of a citywide green infrastructure that incorporates children's play within greening initiatives that supports the wider community. The Dublin City Play Strategy is also aligned with the Dublin City Council Parks Greening Strategy. Both identify the ecological and health and wellbeing benefits of the ongoing development of a green infrastructure of Dublin City. This is in keeping with a more holistic and forward thinking approach that includes creative, innovative and broader reaching measures that support children's play within the built and natural environment.



Deborah Clarke

(Dublin City Council, debbie.clarke@dublincity.ie),

Deirdre Prince

(Dublin City Council),

Suzanne O'Connell (Executive Parks Landscape Architect),

Gareth Toolan (Executive Parks Superintendent, Ireland)

Uncovering features of natural playspaces which support opportunities for diverse play and nature connection among 3 to 8 years

This paper presents the findings from systematic observations of the play behaviors of children aged 3 to 8 years in an outdoor natural play and learning space in Southern California. Utilizing behavior mapping, a highly effective field observation for simultaneously capturing details of play behaviors with conditions and features of the outdoor play environment, detailed data were captured for more than 1200 play events (of children in this age range) over a period of 14 days. Using the Tool for Observing Play Outdoors (Loebach & Cox, 2020) to categorize the diverse play types observed, analyses reveal the specific environmental features and conditions which supported play associated with young children's physical, cognitive and social development, as well as direct engagement with nature. Findings will illustrate connections between the physical environment of naturalized play spaces and developmentally-supportive play.



Janet Loebach

Department of Human Centered Design at Cornell University, United States, j.loebach@cornell.edu

PARALLEL SESSION 1.3: CONNECTING GREEN AND PLAY

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, BEDFORD HALL

Children's Found Outdoor Play Spaces in Different High-rise Gated Communities in Nanjing, China

With the rapid urbanisation in China, children's outdoor play environments and experiences have changed. In Chinese gated communities, constructed spaces of playgrounds are provided, but in addition, we know children will play elsewhere in found spaces. This presentation will explore aspects of children's play in found spaces in high, medium and low-income gated communities in Nanjing. This presentation will take Nanjing as an example to address some of the issues of children's play and found spaces in different types of gated communities. It does this by interviewing hundreds of children in three gated communities to explore their common found space, how they discover and identify found spaces and then summarise the characteristics of found space in Chinese gated communities. These characteristics may inspire designers not only to focus on the constructed space but also to pay attention to the found space when planning.



Rui Wang

*The University of Sheffield, United Kingdom,
rwang31@sheffield.ac.uk*

How Ghent creates a green child-friendly city and establishes children and youth networks

In this presentation we show how the city of Ghent, together with its children and youth, is realizing a green child-friendly city and how we establish "children and youth networks". We explain our integral approach on public spaces (what is the history, how are spaces used and experienced, what are abiotic and biotic characteristics) and how we want to create an attractive environment for people, plants and animals. We show good examples and tell you where we (sometimes) struggle.



Thibalt Bonte (*Municipal Youth Service, Belgium, thibalt.bonte@stad.gent*),

Maarten Kaptein (*Public Green Service, Maarten.Kaptein@stad.gent*)

PARALLEL SESSION 1.4: CONNECTING HEALTH AND PLAY

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, COURTYARD ROOM

Play and wellbeing: exploring the complex systems

The importance of play for children's wellbeing is widely recognised and of interest to diverse stakeholders. Studying children's play as emerging from complex systems, could provide valuable perspectives for future policies, strategies and practices. This research uses complexity theory to develop a comprehensive understanding of children's play and its connection to health and well-being. Literature on the nature of play was analysed using a complexity theory framework to identify key characteristics and potential gaps in current considerations. A working model of play complexity will be presented, and its relevance to different disciplines involved in empowering children's play will be considered.



Sabine Vincon

Queen Margaret University Edinburgh and University College Cork, United Kingdom, svincon@qmu.ac.uk

11 year old girls walking and talking about their health and wellbeing in their city neighbourhood

This study (conducted with colleagues Dr. Eluska Fernandez and Dr. Karl Kitching) sought to understand how 11-year-old girls from a working-class school community navigate their neighbourhood and perceive various aspects of its health environment in its broadest sense. Using a mixed-methods approach, children were able to tell us where events that matter to them happen, what these experiences look like and how these experiences unfold. Findings suggest a strong sense of community among participants and indicate a number of interrelated variables are influential in how children experience and negotiate their local environment. We reflect on the use of walking methodologies as an emplaced approach and dynamic exercise allowing us to access and generate visual and verbal data that privileges young girls' community knowledge. Children know and understand their community and this local knowledge should be valued and sought in community-level interventions to promote overall well being.



Deirdre Horgan

University College Cork, Ireland, d.horgan@ucc.ie

PARALLEL SESSION 1.4: CONNECTING HEALTH AND PLAY

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, COURTYARD ROOM

What we need to do to create a rich after-school experience for children: clues from the staff survey

Currently in Japan, about half of the places where children spend their after-school time are schools, which is an advantage from the parents' point of view, and the disadvantage from the children's point of view. In order to approach these issues, this study conducted a questionnaire survey of staff members working in children's houses and after-school children's classes in Tokyo. Spending long periods of time after school only in the school is undesirable, both in terms of space and in terms of lost opportunities for diverse experiences. There are several ways in which this problem can be overcome, such as transforming the school into a place that is comfortable and open to the community, going outside the school and creating a kind of 'home' in different parts of the city. None of these options can be addressed by those already involved in after-school activities, or by the public framework of local government. This collaborative study was held by the following members supported by the Grand-in-Aid for Scientific Research Mari Yoshinaga, Shingo Noj, Koji Ohnishi, Akiko Shikano.



Mari Yoshinaga

*Showa Pharmaceutical University, Japan,
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PARALLEL SESSION 1.5: RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID-19

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, SYNDICATE ROOM E213

OCO Children's Survey on Experiences during Covid-19

Throughout the Covid-19 pandemic the Ombudsman for Children's Office has worked hard to ensure that children's voices and opinions were heard and considered, in decisions affecting them. This survey was an opportunity to hear directly from children about their experiences of the Covid-19 pandemic and how they think their lives have been impacted. As we plan for life post-Covid, it is vital that those in power and members of the public know how children feel and what they experienced over the past two years. 1,389 children from 23 schools across Ireland took part in this survey, and notably they told us they spent more time with screens, music, the internet, playing online games, and less time running, playing football, swimming and cycling. This presentation will detail the results of our survey highlighting the importance of hearing directly from children, and how we can reconnect children to society after Covid-19.



Aoife Carragher

*Ombudsman for Children's Office, Ireland,
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Growing up in San Francisco during a Pandemic

This presentation focuses on one component of the multi-location Growing Up in Cities (GUIC) research and on youth living in three lower-income communities in San Francisco. Informal behaviour observations were conducted in public parks, streets, and other public places during the fall of 2021. Qualitative information, including notes on the general atmosphere of the place, youth behaviours, and other users, and quantitative information, numbers of users, youth demographics, specific activities, and site amenities, were collected. A comparison of the neighbourhoods showed significant variation in the types of activities and locations where youth were likely to be seen. Factors that appeared to influence youth presence were available facilities and the perceived safety of a place. While initial shutdowns of schools and businesses in the city impacted youths' use of public spaces, our observations indicated many young people have re-engaged with these outdoor settings.



Patsy Owens

*University of California, Davis, United States,
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PARALLEL SESSION 1.5: RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID-19

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, SYNDICATE ROOM E213

Re-imagining child friendly happy-cities after COVID-19

The presentation explores how children's perceptions, experiences, use and relationships with the urban space had changed due to the COVID-19 pandemic. As such, it draws upon children's and adolescents' perceptions of urban happiness as the world comes out of the ongoing pandemic. To do so, an online social survey was conducted, between the months of March and August 2022, in varied cities across Peru, Argentina, Brazil and Mexico. Participants included children aged 8-11, sampled from different geographical areas of each city. Analysis of the data demonstrates that despite restrictions being lifted, children in Latin America, use of urban spaces remains somehow constrained by personal or parental fear of the virus. However, it also unveils that children are using their cities more than before COVID-19. The findings allow for a regional comparison of young people's everyday experiences of post-lockdown cities. Thus, it provides valuable insights for policymakers and urban practitioners seeking to address the societal and infrastructural emerging changes needed to build child-friendly happy cities in a post-pandemic world.



Maria Jesus Alfaro-Simmonds

Loughborough University and Scientific University
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Play dates over the garden wall vs apartment balconies: The impact of "lockdowns" on where children could play outdoors

This presentation focuses on the barriers and facilitators to children's (4 - 18 Years) outdoor play during periods of "lockdown" due to the differences in their built environments, specifically differences in housing stock in Ireland and Italy and the presence or absence of natural resources. Additionally, we will examine children and parents' best ideas to compensate for the impacts of their physical curtailment from outdoor movie nights to the multi-purpose roles of the humble back gardens. Finally, both parents and children in Ireland and Italy identified 'not being able to play with their friends' which predominantly occurs in outdoor spaces, as the most difficult aspect of the 'lockdowns' for children, however several differing outdoor strategies were identified in both countries to minimise the negative impact of these social restrictions.



Mary-Jane Emmet Daniela Bulgarelli & Carol Barron

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PARALLEL SESSION 1.6: PARTICIPATION OF CHILDREN AND YOUNG PEOPLE IN POLICY PLANNING AND MAKING CONNECTIONS BETWEEN ORGANISATIONS

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, SYNDICATE ROOM E207

Introduction to the National Framework for Children and Young People's Participation in Decision Making

Since the publication of the National Strategy for Children and Young People's Participation in Decision-Making 2015-2020, Ireland has led the way in ensuring that children and young people are at the centre of government decision-making. The National Framework for Children and Young People's Participation in Decision Making was launched by Hub na nÓg in April 2021. The National Framework takes a rights based approach and provides guidance to adult decision-makers, across a range of organisations and contexts on the implementation of the National Strategy in practice. This presentation aims to provide participants with an introductory session on the rights based National Framework and the opportunity to explore the tools in the Framework including the Lundy Model, checklists and an example of good practice relevant to urban transport.



Dr. Linda O'Sullivan

Department of Children Equality Disability Integration and Youth, Ireland, Linda.OSullivan@equality.gov.ie

Unfurling the lives of very young children: what matters to them?

Few studies which centre around children's participation involve very young children whose language is limited. Drawing on critical ethnography and child focused participatory research workshops, I sought to explore what the children told me through multiple means of communicating what was important to them. By deeply attuning to what children were expressing, through sensorial modes such as their bodies with visual, oral, and mobile methods I came to appreciate what was important to the children. Recurring themes around what children communicated mattered to them are outlined. Of greatest significance to the children were the relationships they built and maintained through their everyday interactions and encounters with other children, adults, nature, and the outdoor spaces. The attributes of the physical environment and materialities of the place, in particular the inherent features or affordances they offered, were also important to the children.



Dr. Marion Sturges

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PARALLEL SESSION 1.6: PARTICIPATION OF CHILDREN AND YOUNG PEOPLE IN POLICY PLANNING AND MAKING CONNECTIONS BETWEEN ORGANISATIONS

WEDNESDAY, 5TH OCTOBER 11.30 - 13.00, SYNDICATE ROOM E207

The Global Alliance – Cities4Children: Making global connections: A global network of organisations working towards better cities for children and youth

Urban areas in developing countries are complex contexts characterised by a wide range of stakeholders, diverse service delivery networks and overlapping administrative structures that are often difficult to understand and navigate. The aim of this network is to bring together a diverse collection of organisations, define a common agenda and align our efforts to achieve impact at scale. This presentation will introduce the network, outline some of the initial findings from a rapid consultation with the organisations at a networking event at the World Urban Forum. What should the purpose of the network be? What activities should we pursue? This paper will present a preliminary analysis of the organisations' answers to these and other questions.



Dr. Sarah Sabry

Save the Children Global Alliance – Cities 4 Children,
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What's in a word: Are design concepts connected or disconnected in supporting participation in playgrounds?

Universally designed public playgrounds are recognised as promoting outdoor play, social participation, and inclusion in child-friendly cities and communities. Yet, a lack of international policy results in ongoing (re/mis) interpretation of the Universal Design (UD) concept. The purpose of this scoping review study was to determine how UD, and related concepts, are represented in published papers around play provision and designing for inclusion in public playgrounds. Key findings from this study will be presented alongside recommendations for future practice.



Alice Moore

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PARALLEL SESSION 2.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, PODDLE ROOM

10 years 'Kinderfreundliche Kommunen' – Child and youth participation in Germany's 'child-friendly municipalities'

For ten years, the programme and initiative 'Kinderfreundliche Kommunen' has been working with cities and communities all over Germany to promote the implementation of the UN Convention on the Rights of the Child (UNCRC) at the municipal level. Reason enough to take a look at the past and present to analyse changes regarding child-friendliness in the participating cities and communities. We, therefore, commissioned an impact analysis, the results of which we will present at the Child in the City World Conference. The impact analysis compares data from the time the cities and communities entered the programme with the status quo. It aims to identify changes regarding child-friendliness during the implementation period of the action plans. It shows a positive correlation between programme participation and improved opportunities for children and adolescents to make their voices heard. All but one municipality appointed a permanent contact for child and youth participation. The presentation will highlight these and other positive developments.



Anne Müller

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Including Youth in the Public Realm

The ability of youth to enjoy public spaces and to develop a sense of belonging and attachment to these environments is critical for their physical, social, cognitive, and emotional development. Young people are a vital citizen group with legitimate rights to occupy and shape their public environments. However, youth are often prevented from using public spaces as a result of geographic isolation, discriminating actions, restrictive community policies or ordinances, or negative perceptions of youth. This presentation shares research presented in the forthcoming Routledge Handbook of Designing Public Spaces for Young People. We will present research focused on the need and benefits of considering and consulting youth in decisions related to the public realm. For example, we will discuss the role that the built environment plays in youth development. We also discuss strategies and examples of methods for engaging youth in design and decision-making processes. In particular, we highlight youth-directed or youth-engaged processes as well as methods which respect the rights of youth and privileges their voices.



Patsy Eubanks Owens (*University of California, peowens@ucdavis.edu*),

Janet Loebach (*Cornell University, j.loebach@cornell.edu*),

Helen Woolley (*University of Sheffield, h.woolley@sheffield.ac.uk*)

PARALLEL SESSION 2.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, PODDLE ROOM

Play-friendly cities

Fortunately, more and more municipalities are working on play-friendly public spaces. However, many policy visions and investments are still based on assumptions made by municipal officials or suppliers of play equipment. This is partly because good evaluations and effect measurements of existing and new play spaces are scarce, especially where informal play spaces are concerned. And when children are involved in research, they are often asked about their theoretical wishes rather than their concrete actions. To really gain insight into children's outdoor play, it is important to look at their actual behaviour: who's playing outside? Where do they play? With whom? And what do they do when they are outside? In this presentation we will show the first results of an ongoing study in the Netherlands that is completely devoted to the child's perspective.



Gerben Helleman

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A review of the literature supporting children's opportunities for play within urban housing policies in Ireland

The housing crisis in Ireland is well documented over the last ten years with government funding allocations exceeding 5.5 billion for 2022 (Dept of Housing, 2021). Current housing policy in Ireland is focused on providing additional affordable housing for more people with little detail regarding community facilities or consideration of a child's right to play. Bantula and Paya (2020) note that to ensure the rights of the child are meaningful, a state must also promote measures and build strategies that ensure these rights are recognised. As such we must question if the provision of playgrounds and green areas within housing developments when meeting Irish planning requirements for housing, is sufficient to meet the play needs of future child residents. This presentation seeks to examine if Irish urban housing policies inform local planning authorities in protecting a child's right to play, thereby supporting the state in recognising and protecting human rights for children.



Fiona Armstrong

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PARALLEL SESSION 2.2: CONNECTING THE PRESENT WITH THE PAST

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, BEDFORD HALL (BEDFORD TOWER AT DUBLIN CASTLE)

From a Graveyard to a Playground: Dublin's Hill Street Playground

Dublin's Old Saint George's Church graveyard housed an unusual redesign. What started as a graveyard became a space for children, with steel play equipment like swings, slides, and sandboxes. As a playground that is still in operation adjacent to the Hill Street Family Resource Centre, the playground is significant for adapting itself to and surviving the changes in policy and playground design trends. Hill Street first adapted itself from a graveyard to a traditional playground of the time and later changed material, equipment, and management marking the milestones in the history of Irish playground provision through these changes. Following the story of Hill Street from the establishment until present day, this presentation forms a detailed case study of the playground. It analyses the design changes in Hill Street in tandem with changes in policy, childhood culture, and design trends. The historical development of Hill Street allows us to consider what has changed in play provision and why it has changed over time.



Yagmur Burhan

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Children's activity spaces: let's not romanticise about the past

Activity spaces are commonly understood to represent the areas that children are allowed to roam within their neighbourhoods both actively and independently. Evidence suggests that children's activity spaces have been reducing in size. This presentation will discuss findings from a research study exploring how children in east London use the public spaces in their neighbourhoods and the importance that they have on their neighbourhood mobility and experiences. Findings show that although activity spaces can help to demonstrate a child's levels of independence, they are not necessarily indicative of the quality of their independent neighbourhood experiences. A larger activity space may suggest that a child does not have the facilities that they need to support their autonomous time close to home. A smaller space, conversely, may simply mean that travel further afield is not necessary. We should not be striving to replicate historic movement patterns, but instead to understand what is best for children in the present day.



Holly Weir

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PARALLEL SESSION 2.2: CONNECTING THE PRESENT WITH THE PAST

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, BEDFORD HALL (BEDFORD TOWER AT DUBLIN CASTLE)

Past, present, future – the renewal of the Cité des enfants, a children gallery

Attractive, specially designed for the youngest children and from the age of two, the Cité des enfants is an educational concept and offer launched by Universcience (Cité des sciences et de l'industrie & Palais de la découverte, Paris – France) in 1992. Over the years, we have accumulated a lot of experience in creating spaces for children and their caretakers to explore the world that surrounds them. Even if its success is undeniable (15 million visitors in 30 years), it is time to give it a facelift and take into account the changes in society. Alisson Boiffard, co-curator of the new Cité des enfants will explore these questions: How to deal with nostalgia and the generational effect? What is a children's gallery in 2022? What should we retain from an approach inspired by key developmental theories, the role of play, etc. whilst reflecting our society's evolution (climate crisis, the increasing influence of digital in learning)?



Alisson Boiffard

Universcience, France,
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The Status of Public Parks of Hargeisa (Past and Current)

My presentation is focusing on two issues that most Somali planners overlook mainly in the process of city planning. Forty percent of Somali societies live in urban areas and by 2030 is expected to rise into sixty percent due to climate change, migration, displacement and the recurrent droughts. Primarily, Children are the immediate victims in any sort of urban planning by both local and national strategies in the Somalia context due to the absence of policies and regulations. Furthermore, I am underlining this in my presentation. The advantage of our last participation in the child friendly summit in Cologne 2019 enabled Hargeisa municipality to build the first child park in the city with the support of UN-habitat and I will present how this changed the old mentality towards child care. Secondly, before the collapse of the central government of Somalia, the country had a lot of historic sites within the urban areas which used to be reserved by the public. Since then, Somalia was broken into small tribal territories which resulted in widespread negligence and abuse by the locals.



Mohamed Nur Mohamed

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PARALLEL SESSION 2.3: CONNECTING GREEN AND PLAY

WEDNESDAY, 5TH OCTOBER 14.00 – 15.30, MAIN PLENARY ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

Addressing the families' call for nature: implementing natural playgrounds in Brazil

The presentation will present the concept of a natural playground that we have been working on in Brazil and data from research that demonstrates the relevance of creating these spaces in the context of post-pandemic Covid-19. A mini documentary will also be shown which presents cases of implementation of pilot projects in Brazil.



Paula Mendonça de Menezes

*Instituto Alana, Brazil,
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Enhancing Biodiversity and Multi Sensorial Nature Play for Children in Public Early Childhood Schools and Paediatric Oncologic Hospital

Children in Brazil face several difficulties to have guaranteed the right of play in natural spaces and benefit from contact with green areas. This presentation will give more details on the NGO Living Together and Learning with Nature Programme that engage professional teams and caregivers in public sectors that assist children and youth, promoting a healthier and greener environment for better quality of life.



Juliana Gatti

*Living Trees Institute for Environmental
Culture and Conservation, Brazil,
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PARALLEL SESSION 2.3: CONNECTING GREEN AND PLAY

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, MAIN PLENARY ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

Crowned by Nature

Nowadays, more and more children live in an urban environment, which provides less access to nature. A lot of research has proven that engaging with nature is an essential requirement for children's cognitive, emotional and physical development. Based on this notion, I have designed a workshop for children and parents with a walking tour and an exploring kit, introducing the greens around us and in the end making a "crown" with the plants we just collect. This workshop aims to encourage children to explore "urban nature", be curious and conscious of our living environment, and be inspired by connecting with nature.



Uno Lin

Founder of "Studio Uno", Taiwan,
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Connected through place and play: Observations from the use of public open spaces in neighbourhoods in Northern Bloemfontein, South Africa

Public open spaces such as parks, and playgrounds are essential land-use components in cities. Their significance includes health, social and environmental benefits. However, public open spaces are often associated with degradation, blight, and underutilisation. This paper examines the everyday uses of public open spaces by determining the connectedness of place and play in urban neighbourhoods. Placemaking is a fundamental principle of city design but more so to allow for the creative use of space in connecting people and the places they share. This paper utilised observation data from three major playgrounds and parks to assess the use of these spaces in neighbourhoods in Northern Bloemfontein. The observations have been triangulated with the principles of the Project for Public Spaces (PPS) model to effectively determine the extent that these spaces are serving the community, particularly children.



Mischka Dunn

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PARALLEL SESSION 2.4: CONNECTING HEALTH & PLAY

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, COURTYARD ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

Inclusive play connects!

To make inclusive play possible for all children, social change is needed. On December 3th, 2019, the SamenSpeelAkkoord (National Inclusive Play Agreement) was launched in the Netherlands. Through this agreement, various parties (national and local) work together to make inclusive play possible for all children. The initiators signed the agreement with their own pledge, which states how they will contribute to the realisation of three ambitions: 1) the creation of an inclusive play culture; 2) more inclusive play areas; and 3) more and better accessible knowledge about inclusive play. In this presentation we will give a short explanation of the Dutch SamenSpeelAkkoord, illustrate this with the approach of the two municipalities and show how these approaches benefit both the initial encounters, as well as the connection between children with and without disabilities.



Ilse van der Put

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www.empowermentbyplaying.nl,*

Creating playful spaces to promote equity and cooperation in Brazilian cities

Considering the great scenario of sociocultural inequality in Brazil and the difficulty in implementing public policies for this sector, Erê Lab, a social impact company that designs and produces equipment and recreational spaces of Brazilian cultural reference, creates projects in public spaces and institutions of education, as well as the Coop-erê social program, with the objective of providing greater access to qualified playgrounds in Brazilian cities through collaborative collective efforts between community associations, public administration and private funds, seeking not only to influence children's health, but also in civic development and the identification of children with the cultural ancestry of each region through design.



Roni Hirsch

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PARALLEL SESSION 2.4: CONNECTING HEALTH & PLAY

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, COURTYARD ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

School Streets as a Scalable Model for Healthy, Playable Neighborhoods



Simon Battisti

Qendra Marrëdhënie, Albani, sb@qendra-m.org

Are rich and urban cities violating children's rights to play?

High density urban settlements in countries with high living-standards are having a negative effect on the outdoor play area of kindergartens. Research in Norway shows the importance of preschool children playing in a diverse natural environment. In this presentation there are updates on the current situation from 2019 to 2022 in Reykjavík. What development has taken place in Reykjavík since 2019 until today and have the city's authorities responded to the results that were published in 2019 in comparison with the status of playgrounds in kindergartens in Reykjavík and Stockholm? What needs to be done in the opinion of preschool teachers on the state of affairs regarding the size and quality of playgrounds at preschools in Reykjavík. Status quo will continue to violate the rights of children in Reykjavík, Stockholm and other cities where high density settlements are developed on the cost of outdoor play areas of kindergartens.



Hermann Georg Gunnlaugsson

Agricultural University of Iceland AUI, Iceland, hermann@lbhi.is

PARALLEL SESSION 2.5: RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID 19

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, SYNDICATE ROOM E213

COVID-19 pandemic: Views and experiences of parents of young children

The Covid-19 pandemic was recognised to affect families' socio-emotional well-being. Collecting the views of families can contribute to understanding their specific needs and resources. The objective of the current research was to explore the views and experiences of families in relation to the Covid-19 pandemic, namely the changes, difficulties, and concerns experienced, and related associations with socio-demographic characteristics. Associations were found with parents' work situation, and family's income and composition. The findings reinforced the importance of implementing measures to promote children's and parents' well-being during and after the pandemic. The integration of evidence-informed services across a range of community services can contribute to address the needs of children and families integrally and foster their social connectedness. A systematic approach should be considered to address the negative impacts of Covid-19, requiring coordination of interventions across sectors.



Catarina Leitao

*Childhood Development Initiative, Ireland,
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VRóige- engaging young people in youth work through Virtual Reality

The presentation will be on how we have been using immersive technology such as VR for youth work. In this presentation I will give an overview of our VRóige programs to date and explain how we have been harnessing a variety of multiuser apps and experiences for youth work, which has proved successful in reaching harder to reach young people.



Barry Haughey

*Senior Youth Officer for VR Development with
Foróige, Ireland, barry.haughey@foroige.ie*

PARALLEL SESSION 2.5: RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID 19

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, SYNDICATE ROOM E213

Change of children's play on streets and parks after Covid-19 in Tokyo region

The City of Tokyo is not a very easy place to play outside for children for various reasons. There are many parks but with many prohibitions such as no ball games, no loud voices, no skateboarding and so on. In some areas, there are not enough parks and open spaces for children to play with friends because of the dense population with small houses or high rise flats. Pressures on children to join sports teams or to study after school for higher education are also making children difficult to play outside. This presentation will be based on questionnaires to two primary schools' children in the Tokyo region.



Namiko Minai

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PARALLEL SESSION 2.6: CONNECTING URBAN PARENTING TO URBAN PLANNING

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, SYNDICATE ROOM E207

Committed And 'Won Over' Parents in Vancouver's Dense Family-Oriented Urbanism

Dr. Thomas will present on his research concerning the experiences of parents in densifying neighbourhoods in Vancouver, British Columbia, Canada, and Arlington, Virginia, USA, in relation to the various urbanisation policies in each municipality.



Louis Thomas

*Bard Early College in Washington, DC,
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Spaces for Raising Children in Cities

En route from home to school or the playground, every city should offer safe places for children and their families to walk, ride and roam. By 2050, the majority of city residents worldwide will be under the age of 18, therefore the time is now to revisit how we design and plan our communities with children in mind. This presentation will include ideas and support for transforming urban contexts into child friendly spaces from New York City to Italy.



Aminah Ricks

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PARALLEL SESSION 2.6: CONNECTING URBAN PARENTING TO URBAN PLANNING

WEDNESDAY, 5TH OCTOBER 14.00 - 15.30, SYNDICATE ROOM E207

How rural immigrant families deteriorating life skills of the children living in the street: A literature review approach

Rural-urban migration is one of the major reasons for the exposure of street children to vulnerabilities. It is highly essential to protect the needs of rural children by implementing relevant projects. Though some rural-based development projects are now working in rural areas such as aged allowance, social safety net, and reaching out to schoolchildren (ROSC); nevertheless, appropriate project is needed by targeting the children and their needs. Poverty reduction also could be one of the remedial measures for reducing the number of street children as parents' vulnerable financial condition leads to the vulnerability of the children. Mass awareness programs can contribute to a change in the attitude of street children. Therefore, the authorities should do all they can to ensure their rights.



Suha Shidratul Moontaha

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The case study of the LADDER – Laboratory with Students for Democratic Environment – project in Hungary

The Living Lab is led by the Institute of Landscape Architecture, Urban Planning and Garden Art of the Hungarian University of Agriculture and Life Sciences and the kultúrAktív Association, a local NGO specialised in environmental education and participation with children. The LADDER project aims to popularise democratic schoolyard design and connect the academia with school communities through a children and youth-centred community design process in which built environment educators, pedagogists, the school community and the landscape architecture profession work together to map, assess, envision and codesign the school environment. Since 2018, the LADDER project has established three active partnerships with Hungarian schools with very different backgrounds – both in social, economical and environmental aspects. During the collaborations, the project reached out not only to local students, teachers, school staff and parents but also to local authorities, NGOs and other stakeholder groups.



Eszter Jákli

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PARALLEL SESSION 3.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, PODDLE ROOM

What do teenagers want? Participatory methodologies with teenagers to develop outdoor facilities / resources(s) in their Town

Kildare County Council wants to make its towns as youth friendly as possible by providing an outdoor facility / resource (s) for teenagers in the town of Celbridge, Kildare. This paper discusses the research project conducted by the authors to identify 'what do teenagers want' over the Spring and Summer of 2022. The rights of teenagers (11-18 Yrs) to recreation and leisure is protected under Article 31 of the UN Convention on the Rights of the Child, as is their right under Article 12 to be consulted on any issue which impacts on them, such as an outdoor youth facility/resource (s). Using the Lundy model of participation (Lundy 2007) and taking a rights-based approach to participatory research with teenagers (Barron 2021), a research project was undertaken to elicit first-hand data from teenagers about their perspectives and views about which outdoor teenager facilities / resources (s) would be most beneficial to their daily lives in Celbridge.



**Carol Barron, Karinda Tolland
& Mary-Jane Emmet**

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Adult Allies and Ready Institutions Readying a City for Child Friendly Status

In the development of a Child Friendly City, the roles of adult allies and institutional developments are central. In 2021, in Cork city Ireland, allies came together to form a Child Friendly Cities Forum with embedded principals of children-participation and children's rights, to work toward UNICEF Child Friendly City Initiative (CFCI) Status. This presentation explores important framework conditions which have enabled this attitudinal state of readiness (Holt et al, 2007). This paper includes literature review, documentary analysis from seminars, site visits, and Forum meetings. Key informant interviews with allies will identify factors which enabled or hindered the process. Findings will explore how adult allies influence readiness for a child-friendly city and what ancillary structures have supported this work. The outcome will be the identification of key enablers of social change and social reform in relation to mainstreaming children's rights and participation for a Child Friendly city.



Katherine Harford

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PARALLEL SESSION 3.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, PODDLE ROOM

Taking children's knowledge seriously – A new model for analysis of children's maps

To promote greater awareness of the environmental, spatial, and sequential knowledge which children hold about their environment and to promote a new model for engaging with this knowledge in order to improve the ability of professionals to listen to children's voices about their worlds. The ability of children to engage with issues of the design, construction and maintenance of their physical world is frequently underestimated by professionals and elected officials because of a lack of ways to gather the information and a reluctance to engage with children's views in a manner consistent with the UNCRC (1989). This research is consistent with other recent studies which consistently show that children are fully capable of developing and articulating views about their physical environment if adults give them space to do so. The model derived through this research provides a framework which allows multi-disciplinary professionals to constructively engage with young children to gain their views on how the physical environment shapes their lives.



Patrick Meehan

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Teens creativity and participatory practices in placemaking of urban school

The play environment for schoolchildren is a little-studied topic in Russia, so school territories look like unused areas: schoolchildren do not spend time on them during breaks and don't use them after school. In 2020, we held a series of joint architectural workshops including research of the place made by kids, interviews with teachers and parents, public talks and modelling with teachers, students and their parents of the School 734 named after A. N. Tubelsky. As a result, we got a project that reflected the real interests of different groups of users of this territory. In 2021, this project received a state grant and funding. We expect that the project will be built next year. We would like to show our participatory design, which difficulties we had to face at each of the stages of work, and how we successfully overcame them in this project.



Anastasiya Yrkevich & Maria Sokolova

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PARALLEL SESSION 3.2: PARTICIPATION OF CHILDREN AND YOUNG PEOPLE IN POLICY PLANNING AND MAKING CONNECTIONS BETWEEN ORGANISATIONS

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, BEDFORD HALL, BEDFORD TOWER

Grow Up and Grow Down. Why the playful child needs adult players

Grown ups behave quite childish nowadays. Not in the fun, creative, social manner, but in the sense of not taking responsibility and always saying it wasn't us who ate the cookie. It is about time we dare to look in the mirror and face those facts. It's not them, it's us! We created a world where children aren't playing anymore. This statement (grow up!) fortunately leads to a perspective of love and attentiveness (grow down). Play isn't hard or complicated. It's about being in the moment, being present and engaged. Letting go of expectations and move and play freely. That sounds a bit vague perhaps, so we have something to guide you. Our Growing Down framework can assist Grown Ups who are ready to take responsibility, by guiding them with the language and behavior we believe will allow us to give payback to its rightful owners. Children! The child within ourselves, but much more so, those within our cities. Both who crave play so desperately.



Anne Bakker

Stichting de Speelbasis, the Netherlands

Growing Up Boulder: 13 Years Turning Young People's Ideas into Action

Learn how Growing Up Boulder (GUB), one of the longest-running child-friendly city initiatives in the world, has turned the insights of more than 7,500 children and youth into local policy. Through strong partnerships amongst municipal governments, public schools, NGOs, and of course, children themselves, GUB has worked on more than 100 local projects in Boulder, Colorado, USA over 13 years. This presentation will provide an overview of how the program operates, how young people are engaged, and the impact of their voices on policy and place.



Mara Mintzer

Co-Founder and Executive Director of Growing Up Boulder, USA

PARALLEL SESSION 3.2: PARTICIPATION OF CHILDREN AND YOUNG PEOPLE IN POLICY PLANNING AND MAKING CONNECTIONS BETWEEN ORGANISATIONS

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, BEDFORD HALL, BEDFORD TOWER

Engaging with communities through a Jungk's Future Workshop Methodology: A Froebelian way of listening

The views of children and families are critical to the realisation of inclusive play environments as outlined in the Dublin City Play Strategy. A Froebel-Trust funded project, which examines play environments and play opportunities for young explored the play preferences of those living in urban, marginalised communities. The research adopted Jungk's Futures Workshop (Ollenbury, 2019) methodology to facilitate children and their parents create a vision of sustainable play within their communities. The research was conducted in two separate communities with children (2.5 – 6 years of age) and their families, and culminated in researchers bringing together educators, parents, and children from two early childhood settings to generate a vision of what play might look like in their neighbourhoods. Emergent findings are discussed, and their implications considered. Findings emerging from the study recognise the necessity of a democratic approach representative of multiple voices, which creates a context for change at a community-level.



Marlene McCormack

Programme Chair, School of Language, Literacy and Early Childhood Education, Ireland

Madrid, an Interconnected City Through Initiatives From the Public and Private Sector: New Social Networks

This is a radiography of Madrid's current situation at the social level after many factors such as pandemic, change of local government of Madrid and Comunidad de Madrid, social movement, etc. This radiography is going to be presented looking at a local district in Madrid, Arganzuela, and how all these factors are influenced in its neighbors and their response towards improving their situation and how they face together and collectively these new coming challenges and how these answers are impacting not only in the adult and senior generations but also in the young and children generations. This is an intergenerational sharing and learning process. At the end of the day everybody wants to live in more peaceful, sustainable, healthy, compassionate and happy communities. In more inclusive, accessible, and human scale cities.



Ana Isabel Garrido Martinez

Independent Consultant

PARALLEL SESSION 3.3: CONNECTING GREEN AND PLAY

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, SYNDICATE ROOM E207

The green lucidity or how to (re)connect children to nature in contemporary urban projects?

Green play is a way to address climate change through contemporary urban projects. In this presentation, we will develop the theme of nature and play with the European capital Brussels in Belgium as a key site. Firstly, we will study the place of playful links in the city, allowing for the creation of urban connections for children but also in an intergenerational way. Secondly, we will analyze the place of urban schoolyards to create refreshed spaces, more pleasant to live in on a daily basis, versatile and better shared by all. The objective is to (re)connect children to urban nature and to include these spaces in ecological corridors with the current environmental constraints.



Roxane van Ginneken

*Municipality of Forest, playful meshe, Brussels,
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Back to Nature. Playfully Reconnecting the Child

Three play spaces from across the Northern Hemisphere form the basis from which to explore how playful, child-led design can mitigate a loss of free, wild play and can support children in connecting with nature. Conversations are ongoing as to the benefits for everyone of connecting with nature and nature's restorative effects. At the same time we are aware of growing numbers of people impacted by alienation from nature, an increase in mental health disorders, physical ill health and talk of concepts like Nature Deficit Disorder, all are more impactful in childhood. We address the possibilities of sharing the child's journey experiencing nature in a respectful way as an adult, as their accompanying caregiver or as the designer of the spaces they inhabit. Thoughtful design can support all children regardless of their economic background, ability or heritage to connect with nature and these three case studies show how the balance between created space and natural elements can be an antidote to this disconnection.



Beth Cooper

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PARALLEL SESSION 3.3: CONNECTING GREEN AND PLAY

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, SYNDICATE ROOM E207

Vegetation and natural elements in schoolground design – children's recommendations

In this lecture we will present recommendations on the use and value of vegetation and natural elements in playground design. The guidelines are based on children's comments gathered from workshops conducted in primary schools of Ljubljana. It is important that children forge a lasting bond with their natural environment at an early age, because that will shape their attitude towards nature also when they grow up. Growing up in an urban environment with a limited access to natural areas and lack of time to play outdoors contributes to a lifestyle disengaged from the natural world. Therefore, schoolground design should be well-thought-out so it allows multiple activities and contact with nature in a limited space. In children's comments nature is mentioned more often than other play equipment. They mention different plants and activities connected to them. Knowing how children use vegetation and interact with nature can contribute to better schoolground design, more time spent outdoors and a better attitude towards nature.



Gaja Trbizan

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Augmented and Digital Animals in Children's City Life

Animals are part of urban life. Caring for animals teaches a child to be accountable and trustworthy, it learns about responsibility, and it learns about interpreting responsive behaviour and interaction. We have wildlife and urban wildlife animals as well. Virtual animals can become part of the children's city life. In this presentation, we survey how in various projects virtual animals have been introduced in urban environments. From a technology point of view, we look at examples of video-based augmented reality, such as the virtual mirrors at railway stations and museums, augmented reality on smartphones, and augmented reality displayed on street furniture, e.g., billboards, holographic animals, and robotic animals. Digital animals cannot replace real animals. But digital technology allows children to play and interact with animals that they hardly or never physically encounter in their daily lives and their interaction with real animals can be enhanced from an educational and entertainment point of view.



Anton Nijholt

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PARALLEL SESSION 3.4: CONNECTING HEALTH AND PLAY

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, COURTYARD ROOM

Preschoolers evaluate their city playgrounds

20 children, aged 3 to 5 years old, decided to analyze the health status of their ecosystem: at a micro level, their individual health / human body; at a meso level, the health of their houses and at a macro level, the health of the city of Aveiro. To this end, they visited and evaluated the “health status” of 6 of the city’s playgrounds. The children then presented their results to some of Aveiro’s decision makers, namely the Institution’s directorate, the City Hall, the University of Aveiro, Local Media and the management of Forum Shopping Centre. This project aims to present the methodology and results to inspire other adults and children to better look after their health and that of their cities.



Jacinta Gomes

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Environmental supportiveness for outdoor play in preschool: making connections between the physical, human and organisational environments

Outdoor play is vital for children’s health, development, social interactions and overall well-being. The quality of children’s outdoor play is largely dependent on the environment within which it occurs, with their opportunities severely limited in unsupportive environments. As children enrol in preschool from a very young age, often spending most of their waking hours there, the early years institutions’ responsibility for outdoor play provision is pressing. A novel conceptual model of the Environmental Supportiveness for Outdoor Play in Preschool (ESOPP) will be presented, discussing the interrelationship between the physical, human and organisational environments, based on a the findings of a mixed-methods study in Greek preschools. Implications for practice, educator training and policy development will be discussed.



Elida Dimitra Kalpogianni

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PARALLEL SESSION 3.4: CONNECTING HEALTH AND PLAY

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, COURTYARD ROOM

Edges are places

Children love Edges. They like to skip the lines of pavements, walk on the curb stone, or the coping of a low wall... What is it about an edge that is so appealing? What can we learn from them, and how can that be applied in designing better places for children? we proposed a dynamic model of children's use of space grounded in the psychological theory of attachment (Bowlby, 1969) and the 'circle of security (COS) model (Kent, Cooper, Powell), which stresses the importance of the quality of the young child's interaction with the caregiver in the formation of their sense of self and security. In our talk, we will present this model and examples from our own and others' work, showing how cities can be made more play-worthy and better suited for children's psychological development, with non-formal play treasures hidden in plain sight.



Dana Shai

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PARALLEL SESSION 3.5: RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID-19

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, MAIN PLENARY ROOM

Online schooling in Australia amid the COVID-19 pandemic: Perspectives from refugee-background students

The extent of the spread of the coronavirus (COVID-19) pandemic and its consequences, particularly on school closures have severely impacted all students around the world, most especially, immigrant and refugee students. This presentation will examine how refugee-background students in Australia perceive schooling amid the COVID-19 pandemic. The aim is to identify what worked and did not work in online schooling during lockdowns. Relevant information is drawn from the 5-year study of children from refugee background conducted by researchers from Spencer Foundation. Focus is given to perspectives of high school students between the ages of 13 and 17 on the challenges and opportunities of online learning. The insights drawn from the refugee-background students will inform current teaching and learning practice, particularly how refugee children can be supported to ensure engagement and positive learning outcomes.



Nina Maadad

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Get into Summer – Scotland’s response to COVID-19, supporting recovery and wellbeing

The impact of the Covid-19 pandemic on play compounded an already worrying problem in childhood mental health problems. Children need play to thrive and make sense of their world and to support their mental and physical health and wellbeing. The children and young people’s consultation 2021 “Play in a COVID-19 Context” was one of the levers that brought about the Scottish Government’s Get into Summer Campaign, a £20 million investment in play, arts and leisure in 2021. Play Scotland was one of the strategic partners who took forward a range of projects which supported children and young people to reconnect with their peers, their families and their communities. Play Scotland led on 6 action research projects which were designed to engage with children and young people over the summer of 2021. The evidence, evaluation and innovative pilot projects demonstrated how particular projects have the capacity to improve relationships and wellbeing for children and young people, enabling their recovery after COVID-19.



Cherie Morgan

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PARALLEL SESSION 3.5: RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID-19

WEDNESDAY, 5TH OCTOBER 16.00 - 17.30, MAIN PLENARY ROOM

Spaces, bridges, exchanges. For a new ethics of the educating city

The pandemic has highlighted how much the rights, the needs and the desires of the Italian children have long been neglected and how closely they are related to the public specs of the city. The aim of this presentation is to reflect on the possibilities and the need to rethink schools and cities as spaces capable of responding to the health crisis without ignoring children. The pandemic, despite its tragic nature, offers opportunities for reflection and action on the possibilities of urban regeneration and educational change within a broader and transformative cultural change that guarantees to children the right to citizenship and ecological transition. In this presentation these possibilities are explored by looking at historical experiences and consolidated methodologies conducted before Covid-19 and innovative strategies carried out during the pandemic, developed by citizens and associations. These experiences focus on the concept of the schools outside the school (outdoor schoolings) and on the educational potential of public spaces, primarily playgrounds.



Letizia Montalbano & Elena Pagliarino

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Sharing children's perspectives during lockdowns in Aotearoa New Zealand- opportunities for child-friendly sustainable neighbourhood design

Neighbourhood design can have substantial impacts on children's physical and psychological well-being. The COVID-19 lockdowns have highlighted the importance of neighbourhoods for children as places for play, connection, physical activity, active travel and being present. The neighbourhoods around children's home including streets, footpaths, parks, shops, houses and playgrounds became immediately important. Using a strength's based approach, the aim of this research was to explore what worked well for children during lockdowns in Aotearoa New Zealand (NZ), focusing in particular on the neighbourhood environment. Findings can help health and urban planning authorities design initiatives to support child health and well-being in the face of potential future lockdowns or pandemics. Further, new ways of thinking, and approaches to incorporating children's perspectives throughout the neighbourhood design process is needed.



Niamh Donnellan

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PARALLEL SESSION 4.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

THURSDAY, 6TH OCTOBER 15.00 - 16.30, MAIN PLENARY ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

Children included? Local governance strategies to enable sustainable, child-friendly environments

The 10- or 15-minute city concept is embraced by different cities which implies that all basic services are accessible within a 10- or 15-minute walking or cycling distance from home. The relevance of the concept has become more prominent due to the COVID-19 pandemic and the concerns about residents' health and wellbeing. During the presentation we will discuss, for example, which needs of children are missing and could probably complement the 10-minute city concept? And to what extent could planning agendas related to the 10-minute city and to child-friendliness be connected?

Our main research question is to what extent, and in what way, the 10-minute city concept can be used to support child friendly environments, both spatially and institutionally. For one case, the city of Groningen, spatial data (e.g. cycling network and land use) is used and processed in ArcGIS Pro version 28 to analyse accessibility to different services within a 10-minute cycling distance and to assess the extent to which the concept incorporates children's needs.



Femke Niekerk

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Impact of everyday urban spaces conception on children community play behaviour and development (case study Cairo and Paris)

The objective is to cross-read the impact of different conceptions of daily urban spaces, residential so as recreational, on children's play behaviour and to explore the associations between specific spatial potentialities of spatial configurations and children play opportunities. It involves the investigation of two residential and two recreational urban spaces, in France and Egypt. The fieldwork is conducted through three phases, with randomly selected "middle-aged" children, between 5 to 12 years. The collected data is analysed through "Trialectic of Space Theory" so as "Affordances theories" to fill the gap between conceiving designed spaces and children's perception to their lived ambiance of their experienced surrounding environments. Thus, the study might help landscape architects to extract essential themes that create child-friendly spaces that encompass children with their diversity of cultures and origins.



Maya Elnesr

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PARALLEL SESSION 4.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

THURSDAY, 6TH OCTOBER 15.00 - 16.30, MAIN PLENARY ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

From playgrounds to play cities: happy child places

Personal estimation of happiness and life satisfaction largely depends on the quality and safety of the urban environment. Since 2016 AFA company has moved forward from designing great play places to child friendly city planning. Working out the case of a smart-city in 2022 as a unified strategy of urban development from the perspective of a child friendly city will allow adapting existing world models to local reality and extrapolating their leading principles. The report will show all steps, problems and benefits in designing with the principles CFC – indicators, analysis of the place, participation of kids and parents, realisation. Multidisciplinary AFA team (architects, psychologists, engineers, dendrologists) will present projects from different perspectives. Three interesting cases will be shown: first smart city project made with children and parents, renovation of city playground with local residents and families and nature play spaces in the city park made with teenagers.



**Maria Sokolova,
Tamara Varlamova,
Ksenia Golovanova &
Sergey Tatarinov**

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Children's participation for playable cities – results from a Swiss study

How can places like streets, parks, and schoolyards be planned for a playable city? A recent Swiss study shows how co-creative planning processes can contribute to bringing the children's perspective in cities' spatial planning. Cities' spatial planning is disconnected from children's lifeworld in terms of time and space. A new perspective on children's play is required in cities' spatial planning. From a socio-spatial perspective children's play in urban places and children's participation in planning processes are both part of the social production of space. This is the concept of the playable city. How can we implement this concept in cities' spatial planning? A Swiss study (Kemper & Roggo 2022) brings the children's perspective in cities' spatial planning. Learning from children's play leads to innovative elements for co-creative planning processes. These combine co-production, coordination and co-operation to achieve playable cities that support children's social participation.



Raimund Kemper

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PARALLEL SESSION 4.2: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

THURSDAY, 6TH OCTOBER 15.00 - 16.30, BEDFORD HALL

Child, Body, City – perspectives on children's experience in the city of Maceió-AL

The presentation will cover the main points of her master's degree research which aimed to investigate the relationship between children and urban space. The central argument of the study is based on the idea that children, through their playful, transgressive, and creative behaviours of experiencing spaces and life, may indicate a possibility for other ways of inhabiting cities. The research approaches concepts, projects, and urban policies that have been influencing the child and city relationship, mainly in the Brazilian context, and it also experiments with some research methods with a group of children, such as participant observation and interviews. The aim of the presentation will be to: discuss how cities and public policies have been recognizing children in Brazil over the years; share some perspectives about methods of research with children; introduce an overview of childhoods in the city of Maceió, located in the northeast of Brazil.



Manuela Miranda Vasconcelos Viana

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A Cross-Disciplinary International Exploration in Environmental Education in Built Environment Education

There are calls for changing environmental education from within its academic discipline and beyond it. My research shows some examples of how this can be accomplished by utilising Built Environment Education (BEE). BEE is multidisciplinary by nature and it is being used to produce real tangible projects designed by children and youth. Currently there are practitioners of BEE that are teaching children and youth skills to enact real change in their lives. Five BEE practitioners from Canada, USA and Europe will be discussed in relation to their teaching methods, processes and projects with and by children. As well as how some of these practitioners are matching their BEE curricula with public school curricula will also be shared.



Julia Morlacci

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PARALLEL SESSION 4.2: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

THURSDAY, 6TH OCTOBER 15.00 - 16.30, BEDFORD HALL

Connecting children's right to participation to play policies: Reviewing if and how this right is represented in guidelines for designing public playspaces

Children being involved in municipalities' efforts for play provision is important for operationalizing key crucial rights, such as children's right to play and children's participation, and for realising urban policies. The study presented identified elements of children's participation in designing public play spaces through a systematic scoping review of guidelines for playground design. The preliminary results of the qualitative evidence synthesis show significant gaps in incorporating children's voices in the design process, in particular from young children and children with disadvantaged backgrounds, and if children's participation is represented it is not an integral continuous part of the design process. These findings suggest children's participation in designing a public playspace is not yet fully integrated in guidelines, although an obvious opportunity to connect two important children's rights and to facilitate urban policy implementation.



Rianne Jansens

University College Cork & Luleå University of Technology, Ireland, kirsten.popper-nelvai@wien.gv.at

Inviting Play Into Policy: Collaborative Design & Inclusive Planning

This presentation will be on how playful techniques facilitates engagement for all ages, & builds capacity to reshape local areas from the street up. The talk will focus on a selection of A Playful City projects & partnerships with communities & local authorities. We will highlight how designing playful spaces for all ages to enjoy, using playful techniques to build engagement and facilitate consultation, we have the potential to re-humanise the city from the level of the street up. APC advocates for the inclusion of this perspective across the policy cycle and the urban environment, not just for those places such as playgrounds that are formally designated and conceptualised as 'children's spaces'.



Neasa Ní Bhriain & Aaron Copeland

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PARALLEL SESSION 4.3: CONNECTING GREEN AND PLAY

THURSDAY, 6TH OCTOBER 15.00 - 16.30, PODDLE ROOM

Analysis of Spatial Accessibility and Equity of Formal Children Outdoor Play Spaces in Different Socio-Economic Neighbourhood in the Greater Accra Metropolitan Area

This presentation examines children's access to formal play spaces within three different socio-economic neighbourhoods in the Greater Accra Metropolitan Area (GAMA), the most urbanized region in Ghana. Based on interviews of children between the ages of 8 and 14 years in the selected playgrounds, a play space deficiency map was generated. The study revealed seeming association between socio-demographic characteristics and park use and activity as well as the characteristics of parks within the different neighbourhoods. In general, the study revealed that accessibility of children to the formal play spaces in GAMA is very poor with public playgrounds poorly maintained compared to the privately managed play spaces. It recommends that city authorities address the access inequities by engaging both children and local communities to develop and upgrade play spaces that reflect the needs and preferences of neighbourhoods.



Dina Adjei Boadi

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An outdoor free exploration zone for babies during summer by a science museum in north of Paris

How to create a garden in a day with nothing at all except what you can collect in the neighbourhood ? How to play with water if you can't find a tap ? How to get parents to take off baby shoes and let them explore grass, play with mud, even in the rain ? These are some of the challenges faced by Nathalie and her team. She will share her experience of creating a nature based exploration ground for babies up to 23 months that was located in front of the Cité des Sciences, a science museum of northern Paris – as part of a free summer event. Building on this success, the lab de la Cité des bébés, a plastic-free and screen-free playground will turn into a permanent Cité des bébés with an outdoor terrace open in all weather conditions, all year round.



Nathalie Puzenat

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PARALLEL SESSION 4.3: CONNECTING GREEN AND PLAY

THURSDAY, 6TH OCTOBER 15.00 - 16.30, PODDLE ROOM

Participatory Processes for more Inter-generational Relationships, Neighborly Interaction and Social cohesion in growing cities – a New Strategy for Urban Densification by prior Development of Qualities of Outdoor Spaces

Within the next 30 years, the marginalised Swiss housing area Hohrainli with a high percentage of low-income inhabitants, migrants, deprived children will undergo a socially acceptable transformation process towards more urban densification. Within this process the Research Unit Green Care (GC) has a mandate to define, develop and accompany the social aspects of the transformation. Relying on prior research GC has initiated an open-ended, unbiased participative process involving adults and children, encouraging them to appropriate their outdoor space, engage with nature in a playful way and get involved in the decision-making. Under the slogan “into the green” different actions have taken place including the development of a new typology, a so-called “GardenPark”, to make the outdoor space more inhabited.



Petra Hagen Hodgson

Zurich University of Applied Sciences,
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Parents of the park – Bringing parks alive

Every city has lush green public parks for its citizens. While parks and gardens are the safest place for children to enjoy nature and play around, many times it turns out to be either not accessible or not playful enough for all children. aProCh has curated a program – Parents of the Park, which is an idea with a sole purpose of bringing parks alive for children. It creates an inclusive environment for socialising and learning new skills in the parks of the city by providing varied avenues for children to explore with curiosity, engage in creativity and community and experience the joys of childhood.



Kirti Zala

aProCh – a Protagonist in every Child, India,
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PARALLEL SESSION 4.4: PANEL PRESENTATION “RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID-19”

THURSDAY, 6TH OCTOBER 15.00 - 16.30, COURTYARD ROOM

Children’s hybrid playworlds during COVID-19: onscreen/offscreen, in the home and outside the home

The everyday playworlds of children have been heavily impacted on by the various lockdowns and restrictions during the pandemic. This presentation looks beyond the discourse of ‘learning loss’ as the sole outcome of lockdown for children, instead, placing front and centre, aspects of children’s everyday lived experience of pandemic play. In presenting some of the submissions to the ESRC funded ‘National Observatory of Children’s Play Experiences in COVID-19’, we explore both onscreen and offscreen play, as well play in outside and inside spaces. We will explore a range of examples, from text and images to videos and comments made in interviews with children in our case studies. We will compare and contrast examples from our previous studies of play in pre-COVID times and report on a variety of affective responses to lockdown.



John Potter

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I danced on the road to the Macarena song which felt a bit naughty: Children’s inter/intra-generational connection and playful participation during the COVID-19 pandemic

Fluctuating physical, social and temporal restrictions introduced in response to the COVID-19 pandemic impacted immediately on children’s engagement in their everyday inter-/intra-generational worlds. For many children, lockdowns withdrew them from schools and care settings, keeping them in the home for most of the day. Children attending schools or settings encountered very different configurations of the spatial, temporal and social elements of these institutions, interacting in smaller ‘bubbles’. This presentation examines the themes of connection and participation and considers how children navigated these new circumstances in their everyday play. Drawing on evidence from the Play Observatory research project, it considers how children drew on cultural, physical and digital resources and opportunities to create and co-construct inter-/intra-generational spaces for play, leisure and self-expression.



Dr. Yinka Olusoga

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PARALLEL SESSION 4.4: PANEL PRESENTATION “RE-CONNECTING CHILDREN TO SOCIETY DURING AND AFTER COVID-19”

THURSDAY, 6TH OCTOBER 15.00 - 16.30, COURTYARD ROOM

Adventures in Lockdown: Found spaces, environmental affordances and urban childhoods in pandemic times

Drawing on Play Observatory project data researching children’s play experiences during the pandemic, this paper critically examines child and adult contributions around: activities in local and / or natural environments, seasonal play responding to weather and environmental affordances, and intergenerational experiences. It considers how the pandemic - while exposing inequalities in access to play spaces - raised awareness of immediate localities and found space for play and exploration. Comparing these contributions to children’s responses to an earlier survey into their play and a source of inspiration for the Play Observatory - the mid-twentieth century surveys of folklorists of childhood Iona and Peter Opie - we consider continuity and change in children’s experiences of local environments play, including play referencing the pandemic, and seasonal activities engaged in by children past and present, prompting new questions for consideration.



Dr. Catherine Bannister (*University of Sheffield, c.bannister@sheffield.ac.uk*) &

Dr. Julia Bishop (*University of Sheffield’s School of Education, United Kingdom*)

PARALLEL SESSION 4.5: PARTICIPATION OF CHILDREN AND YOUNG PEOPLE IN POLICY PLANNING AND MAKING CONNECTIONS BETWEEN ORGANISATIONS

THURSDAY, 6TH OCTOBER 15.00 - 16.30, SYNDICATE ROOM E207

Making the Dublin City Play Strategy title 'Everywhere, Any Day, You Can Play!' a reality for children in Dublin City – UNCRC Article 31; the child's right to play' – a web of playful connections

The aim of this research is to carry out a critical investigation to reaffirm that an authentic and meaningful and practical action plan has been developed to ensure the successful implementation of the Dublin City Play Strategy 2022-2025. The underpinning principles of the strategy action plan is in identifying and making connections to support children's rights and enhance collaborative working, skills and knowledge sharing through interdepartmental and intradepartmental working and partnership with outside agencies. The research also aims to identify connected and effective responses to children and young people's concerns, views and novel ideas that contribute towards creating child friendly and playful and city where their right to play is upheld and supported.



Deborah Clarke

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Sharjah Child Friendly Urban Planning: Supporting children and youth voices

Sharjah's comprehensive vision for development is inseparable from its commitment in ensuring a sustainable, bright future for children and youth. To support Sharjah Child Friendly City portfolio and in the pursuit of sustainability as a child friendly city, the Child Friendly Urban Planning (CFUP) project was launched in 2017 with strategic partners Sharjah Urban Planning Council (SUPC), UNICEF and UN-Habitat. In partnership with UNICEF and UN Habitat, the project stressed on enhancing the emotional wellbeing and cognitive development of children through their increased use of public spaces and participation in community life. It also emphasised the need to ensure that children have safe, open places to play in crowded cities. The project targeted children and youth of all ages, nationalities, and abilities, introducing them to concepts of child-responsive urban planning and participatory approaches, while also seeking to integrate their ideas and solutions to the issues with the city's current urban structure through guided discussions.



Dr. Hessa Khalfan Al Ghazal

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PARALLEL SESSION 4.5: PARTICIPATION OF CHILDREN AND YOUNG PEOPLE IN POLICY PLANNING AND MAKING CONNECTIONS BETWEEN ORGANISATIONS

THURSDAY, 6TH OCTOBER 15.00 - 16.30, SYNDICATE ROOM E207

How to plan communities and cities for and together with children – A guide for experts in spatial planning, politics, education, and child protection

“Child-friendly living spaces” are important for the development of children and adolescents and help to ensure that children can exercise their rights guaranteed under the UN Convention on the Rights of the Child. Experiencing autonomy and identity formation are important components of a child’s development. Communities, cities, (urban) planners and other decision-makers play a decisive role and bear great responsibility when it comes to spaces in which children and adolescents live and grow-up. With one competence area lying in the field of “child-friendly living spaces”, UNICEF Switzerland and Liechtenstein advocates for the child-friendly design of spaces for children and adolescents as well as the creation of optimal framework conditions – in public spaces, social spaces and the digital environment. UNICEF Switzerland and Liechtenstein’s handbook “Planning and designing child-friendly living spaces” provides experts and decision makers with guidelines for their work.

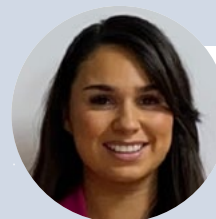


Mona Meienberg & Alissa Brenn

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Co-designing a Shared Future: How Can Children Be a Part of reimagining Belfast’s Interfaces

The conflict in Northern Ireland has resulted in a legacy of ‘peace walls’ which have instilled both physical and mental barriers. Constructed as boundaries between opposing communities, many children have grown in neighbourhoods that are adjacent to these structures. Existing research suggests that this impacts negatively upon the quality of life for children growing up in interface neighbourhoods from a young age. The presence of walls has altered the way in which children in interface communities perceive their spaces, community and city. Such infrastructure has also left behind pockets of dereliction, vacant and forgotten spaces in close proximity to these communities. This research will explore the views of children who live in interface localities facing deprivation in Belfast. During this research project children were engaged through workshop sessions.



Rachel Black

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PARALLEL SESSION 5.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 09.30 - 11.00, COURTYARD ROOM

A Map of Wiltz with and for children

At Kannerbureau Wooltz (Children's Office of Wiltz) we design and implement a wide range of participatory projects on a local, regional, and national level. One of our core missions is to anchor children's participation not only at an educational level within schools and nonformal learning institutions but also on a social and political level. We consider children not only to be fully fledged citizens but also as experts of their own realities. As such Kannerbureau Wooltz strives for a lasting change in which policy making, especially that which concerns decisions directly impacting children's everyday lives, is in fact made more participatory and child-friendly. From 2019 to 2020 Kannerbureau Wooltz produced a map of Wiltz with and for children. At the 10th Child in the City World Conference we will share with you the participatory map-making process which relied on different creative methods and fostered dialogues between children and local agents. During its implementation we ran into a number of obstacles, showing us yet again where participatory methods run into barriers created by "the real world".



Naomi Eiro

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This Must Be the Place

As the first new Garden City for 100 years, the plans for Ebbsfleet Garden City are formidable, creating new homes, jobs, schools, and city-scale parks, in North Kent by 2035. Based on the ambitious and egalitarian principles of the Garden City Movement by Ebenezer Howard, this is a city designed for the future, promising to provide greener and higher quality of living, and to respect and fulfil the needs of new generations. How do we find out what these needs are however, and how do we allow their voices in as early as possible, before the plans are drawn and submitted? How can they feel they are part of the process right from the start and make a genuine difference? Cement Fields have developed This Must Be the Place, a series of innovative and radical placemaking programmes for local young people aged 15-24 years, inviting them to be part of the conceptual acity planning, designing the public spaces that matter to them. Using extensive research, partnerships, artists residencies, and co-commissions created collaboratively with young people, this three-year programme provides a useful case study and learning hub.



Michaela Freeman

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PARALLEL SESSION 5.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 09.30 - 11.00, COURTYARD ROOM

Deciding to Design Children's Urban Spaces with Children: The Example of Karşıyaka Municipality, Izmir, Turkey

In this presentation, the outputs of the workshops conducted with 4th grade students studying in public primary schools in 7 pilot neighbourhoods will be shared within the framework of the preparations for the Action Plan for Child-Friendly/Playable Karşıyaka carried out with Karşıyaka Municipality. The study consists of an application project that prioritises children's participation and aims to create children's spaces based on children's ideas. In the presentation, children's perspectives on urban space, neighbourhood, street, and play will be discussed, and how children's ideas are reflected in spatial decisions will be conveyed.



Gözde Eksioğlu Cetintahra & Hikmet Sivri Gökmen

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Utopia or the Company Store? Opportunities and challenges for children in proposed purpose-built high-tech cities

As global concerns rise about the liveability and sustainability of existing cities and supply chains, there is a new kind of city being planned and constructed in several global locations. These cities are greenfield projects, designed from the outset as smart cities, to become hubs of technological innovation. Such artificial environments are not necessarily new forms of urban development, and successful historical examples of such cities can be found in classical Alexandria, mediaeval Lübeck, the factories of the Netherlands and others. his presentation will examine the potential challenges and opportunities which such cities present for children and families.



Patrick Meehan

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PARALLEL SESSION 5.2: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 09.30 - 11.00, BEDFORD HALL IN BEDFORD TOWER AT DUBLIN CASTLE

Making children's participation really happen – developing “Architects in school”

This presentation gives insight to how children's participation can really happen. A participatory method called “Architects in school” has been implemented in four south-Swedish municipalities, bringing planners, teachers and children together for collaboration and learning. The results show that the approach was overall successful, but also gives ideas for improvement in order to make it increasingly useful for supporting democracy and development.



Märit Jansson

Swedish University of Agricultural sciences, Sweden,
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Searching for equitable, inclusive and caring urban neighbourhoods: measuring children's right to the city through urban design

With her research Elena aims to investigate whether it is possible to formulate more inclusive urban policies, starting from the exploration of co-responsibility in critical neighbourhoods, assuming children as indicators of urban inequality and as determinants of inclusive urban design. Elena will present the case study developed at Contumil social housing neighbourhood in Porto, Portugal, through the implementation of urban diagnostic workshops and the making of a documentary with Roma children. She aims to demonstrate through her work how different ethnic groups occupy the space in diverse patterns and structures, thus participating in its evolution with contrasting involvement and connections. Considering children as indicators of urban inequality and as determinants of inclusive urban design, she intends to demonstrate how they could become public connectors and produce guidance to formulate far-reaching policies, exploring their co-responsibility in urban communities.



Elena Parnisari

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PARALLEL SESSION 5.2: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 09.30 - 11.00, BEDFORD HALL IN BEDFORD TOWER AT DUBLIN CASTLE

From Traditional Playgrounds to Child-Directed Playgrounds: The First Child Friendly Playground in Turkey

For a child friendly city it is important to focus on the quality of space as a shared good for **all** citizens.

This presentation is about the "Alanya Rainbow Child-Friendly Playground", still ongoing project that is run by the district government, local municipality, and the university, which gives the opportunity for children to play their own. The local municipality (Alanya Council) found loose parts based on environmental sustainability. The researcher gave training to the playworker for five days. The district governorship united and sponsored these different stakeholders. A child-directed playground was set up near the traditional playground. The data of this study consisted of the researchers, playworkers, and family reflections, experiences, and observations in the first child-directed playground in Turkey, where children build themselves and consist of loose parts materials.



Dr. Özge Metin Aslan

*Alanya Alaaddin Keykubat University, Turkey,
metinozge@gmail.com*

Children & Youth Mobility in Ghent; Neighbourhood Mobility Plans

I would like to present to you one of the projects regarding these improvements. We asked children in a certain neighborhood what the difficult points are for them when trying to walk/bike to school, sport clubs, playgrounds etc. We also collected the good routes and asked them why they are considered safe. Together with the schools and Youth Department they turned this into maps and drawings, which the Mobility department can now use when reconstructing the neighborhood. Adults were also questioned, but children got to do their say first & independently.



Lien Willemkens

*Children & Youth Mobility Department of the City
of Gent, Belgium, lien.willemkens@stad.gent*

PARALLEL SESSION 5.3: CONNECTING GREEN AND PLAY

FRIDAY, 7TH OCTOBER 09.30 - 11.00, PODDLE ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

Are youth socially active in parks? using photo tool to understand youth perceptions

Green spaces and parks are often linked to physical activity for children/youth provided by park equipment and amenities. Yet, urban green spaces and parks can also afford opportunities for young people to develop a sense of community identity. Spending more time in green spaces can significantly impact the satisfaction and well-being of park users. To investigate youth needs can be met in order to promote social sustainability, there is a need to better understand how youth perceive and define social engagement within green spaces and parks. This research seeks to answer the following questions: Which characteristics of parks most effectively afford youth\youth and youth/adults interactions?What are the physical and non-physical barriers to youth's park use? A youth-friendly participatory-approach during after school hours is employed to explore the character of social interactions in green spaces and parks in greater depth.



Parisa Ziaesaeidi

Queensland University of Technology, Australia,
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Opportunities for Early Childhood Nature Connection in Cities

Vera will present on opportunities for connecting young children to nature in cities, based on her work with Cities Connecting Children to Nature (CCCN), a joint initiative of the U.S.-based National League of Cities and the Children & Nature Network. She will highlight the benefits of early childhood nature connection, share CCCN's pathways framework for early childhood nature connection in cities, and feature examples from cities who have implemented early childhood nature connection efforts through systematic, equitable, and participatory approaches. FYI, CCCN recently released an Early Childhood Nature Connection Toolkit.



Vera Feeny

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resources/early-childhood-nature-connections-toolkit](http://www.childrenandnature.org/resources/early-childhood-nature-connections-toolkit)

PARALLEL SESSION 5.3: CONNECTING GREEN AND PLAY

FRIDAY, 7TH OCTOBER 09.30 - 11.00, PODOLE ROOM (PRINTWORKS CONFERENCE CENTRE AT DUBLIN CASTLE)

When children play in green spaces, they learn...

I would like to present to you one of the projects regarding these improvements. We asked children in a certain neighbourhood what the difficult points are for them when trying to walk/bike to school, sport clubs, playgrounds etc. We also collected the good routes and asked them why they are considered safe. Together with the schools and Youth Department they turned this into maps and drawings, which the Mobility department can now use when reconstructing the neighbourhood. Adults were also questioned, but children got to do their say first & independently.



Valeria Cartes Leal

*Perspective Brussels, Belgium,
vcartesleal@perspective.brussels*

PARALLEL SESSION 5.4: CONNECTING HEALTH AND PLAY

FRIDAY, 7TH OCTOBER 09.30 - 11.00, SYNDICATE ROOM E207

Gendered and seasonal differences in the outdoor play habits of children in a mid-sized Canadian city

This study examines how social, cultural and environmental factors may be hindering children's outdoor and community-based play, with a particular focus on gendered and seasonal differences in time spent outdoors. A comprehensive survey was completed by 826 children and their parents from 12 schools from a large county in Ontario, Canada. In addition to examining overall and gendered differences in outdoor play habits, regression models examine associations between outdoor play time per week and variable sets representing prevalent factors cited in the literature as influencing children's outdoor play. Findings suggest that in some communities there remain gendered differences in both outdoor time and barriers to outdoor play, and that these differences are also affected by seasonal factors. Analyses suggest that environmental or program interventions focused on increasing time spent outdoors and reducing barriers to outdoor play may be more effective if they account for differences in barriers, interests and motivators across genders, and across seasons.



Janet Loebach

Cornell University, j.loebach@cornell.edu

Growing among Trees

Growing among Trees: a process evaluation of community forest and woodland outreach in urban schools. 'Growing among Trees' is a series of community forest and woodland outreach interventions delivered in 10 urban schools in London and Reading, comparing different methods of delivery at diverse educational settings. The findings and learnings from this case study provide insight into barriers to implementation of nature-based learning initiatives of this kind and considerations on how to overcome them.



Carys Alder

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PARALLEL SESSION 5.4: CONNECTING HEALTH AND PLAY

FRIDAY, 7TH OCTOBER 09.30 - 11.00, SYNDICATE ROOM E207

CPR for Play: A message for Parents

Dealing with quarantine was a particularly stressful experience for parents who were trying to balance personal life, work, and raising children, being left alone without other resources. IPA NI were concerned that some parents were possibly at a higher risk of experiencing stress, potentially impairing their ability to be the supportive caregivers they normally were. We believed that taking time out for play would be a stress buster for all members of the family. This presentation will discuss the challenges and impact of covid on families during lock down and will reflect on the resources developed by the play sector during this period. A particular focus will be on 'CPR for play – a message for Parents' a resource developed and disseminated by the Northern Ireland Branch of the International Play Association.



Peter McCartney

International Play Association (Northern Ireland Branch), United Kingdom

Play as an Occupation for Social Transformation: Creating dialogical spaces with Occupational Science

The importance of play for the health and well-being of children has been well documented in the literature. Nevertheless, this idea may resonate with an instrumental and reductionist perspective of children's play. This presentation sheds light on the need of approaching play as a complex collective occupation, fundamental for communities, that may entail social transformation. This conceptualization is based on a literature review that addresses the link between children's play, communities and social transformation, drawing upon the Occupation-Based Social Transformation's lens. This study highlights the need of (re)thinking and expanding our understandings of play as a foremost tenet to advance towards child-friendly and sustainable communities, policies and practices. For this purpose, further collaborative interdisciplinary scholarship is essential and this presentation situates Occupational Science as pivotal to navigate and explore play as a shared doing.



Silvia Veiga-Seijo

*Queen Margaret University (Edinburgh) and University College Cork (Ireland),
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PARALLEL SESSION 5.5: CONNECTING CHILDREN'S MOBILITY AND SUSTAINABLE FUTURES

FRIDAY, 7TH OCTOBER 09.30 - 11.00, MAIN PLENARY ROOM

Pace-setters & Lead-runners: a design lab where children take the lead in improving the slow network in their neighbourhood

Paths, trails, alleyways and back roads are key urban amenities, fostering the city's accessibility and porosity. They enable citizens to explore, use and appropriate – both physically and symbolically – their surroundings. In addition, they have a special appeal for the city's youngest citizens: unintended or inaccessible for car users, these spaces of going/being/connecting constitute an essential public network for the autonomous and safe being of children. How would the network of 'slow paths' look like if children would design it? What are children's needs concerning autonomous mobility and a child friendly urban fabric? The project "Gangmakers en Koplopers" (Pace-setters & Lead-runners) investigates these questions together with groups of 9 to 12 year olds. Main goal: to develop a participatory method that helps children of this age to discover, evaluate and improve the local network of paths. Throughout the week, the children become guides for their own neighbourhood.



Hanne Van Herck

*Trage Wegen, Belgium,
nne.vanherck@tragewegen.be*

Austrian klimaaktiv mobil program connects climate, sustainable transportation and environmental education

Austria is a pioneer! In this presentation, you will learn more about Austria's national as well as international activities with regard to child- and youthfriendly mobility. Because the long tradition of comprehensive mobility management for educational institutions and youth facilities is now completed by a Masterplan for Child and Youth Mobility 2030. Petra Völkl presents this plan with seven fields of action, backed up by practical project experiences. The overall aim is to improve the transport offer, strengthen competences, create continuity, establish a market and trigger investment and enthusiasm! Climate friendly and sustainable measures will be implemented step by step! Follow us!



Petra Völkl

*Federal Ministry for Climate Action, Environment,
Energy, Mobility, Innovation and Technology,
Petra.Voelkl@bmk.gv.at*

PARALLEL SESSION 5.5: CONNECTING CHILDREN'S MOBILITY AND SUSTAINABLE FUTURES

FRIDAY, 7TH OCTOBER 09.30 - 11.00, MAIN PLENARY ROOM

Lessons learned from the Streets for Kids projects

Streets are a city's largest continuous network of public space and the platform for mobility, allowing (or preventing) access to city resources. Designing, or redesigning, urban streets through the lens of children shows why it is necessary to raise the bar for safety, accessibility, and enjoyment. When designing streets for children, improved and independent mobility as well as quality public space should be the fundamental goals and outcomes. This presentation will explore different street design strategies that prioritise children and create safe, accessible and fun environments, and focus particularly in low income neighbourhoods where children and their caregivers heavily rely on walking, cycling and taking public transit. It will also demonstrate the high impacts of low-cost, interim interventions in Latin American cities, turning grey streets into green, and unsafe and stressful into joy and play. In particular, this method enables children to express underrated meanings and values of pathways for a child-friendly urban fabric.



Eduarda Aun

Global Designing Cities Initiative, United State,
eduardaun@gdci.global

Bicycle Heroes: Youth Voices for Active Mobility

Children have a unique perspective on how to solve challenges within our cities and their needs, when met, make cities safe for other vulnerable groups (elderly, disabled) in addition to the general population, yet, they often go unheard. As part of Bicycle Heroes, children in three partner cities (Dublin, Lisbon, and Rome) identify the barriers to, and benefits of, cycling, and then develop and design solutions as part of a design competition which are exhibited to the public. The children then oversee the implementation of a selected idea in partnership with key stakeholders. Bicycle Heroes increases awareness, ownership of, and involvement in, mobility challenges and solutions, both for children but also within the broader population. As a result, it stimulates the uptake of active mobility in general.



Alex Baum (BYCS, Netherland,
alex@bycs.org, <https://bycs.org>) &

Donna Cooney (Dublin City Councillor)

PARALLEL SESSION 6.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 13.00 - 14.30, MAIN PLENARY ROOM

The Meaning of Play Across Demographic Contexts: Parents' and children's perceptions of and access to public play spaces in New York City

Play reflects the resources afforded to children in-order-to create, interact in, and appreciate their play space. While play is perceived as important for children's development, in practice, play takes a backseat to concerns from stakeholders over potential dangers of and access to public spaces (Valentine & McKendrick 1997). As-a-result, these factors contribute to the reduction in play for young children in the United States (Almon 2003; Gray 2011; Brunelle et al 2016). Hence, the present need for constant adult supervision while children play, as well as families' restricted independent mobility to access play spaces, narrows in on what young children's play in different neighbourhoods across New York City look like. That said, in light of families having to practise social distancing these days as a result of COVID-19, families having access to play spaces is more important than ever. Thus, what does it mean for young children across demographic contexts to play in an urban environment?



Lisa Babel & Bengi Sullu

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Empowering children through co-creation. Case study of writing a book with and for children about first steps into urban independence

Children are largely absent from Polish social discourse, a fact which is mirrored in urban planning processes. Their absence creates a vicious circle – unfriendly urban space discourages children from going outside on their own, meaning adults do not see a need to make spaces more friendly for a group not present. The pandemic and lockdown, with their closed schools and temporary ban on unaccompanied minors on the streets, have only reinforced this. The project was carried out with the participation and involvement of children at each creative step. Children were models, teachers and reviewers. The process demonstrated that all children experience similar pleasures and worries when it comes to interaction with urban space. Furthermore, they also have similar needs that need satisfying.



Beata Patuszynska

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PARALLEL SESSION 6.1: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 13.00 -14.30, MAIN PLENARY ROOM

Planning for play; how Scotland's policy landscape has developed to support children and young people's participation in policy making

The presentation will demonstrate how Play Scotland has worked to:

- Place Play at the heart of Place-making, so that the play policy and legal framework is strong in Scotland with children's right to have a say in planning for play opportunities now enshrined in Scots Law
- Co-create tools with children and young people, to ensure that children have a weighted voice in planning, a higher priority in the public realm, enjoy more street play and are provided with adequate resources, time, permission, and space to play and thrive
- Shape and support best practice, through a wide range of partnerships across the children's sector and beyond.



Marguerite Hunter Blair

National play charity, Play Scotland,
marguerite@playscotland.org

Changing cities in a country where kids and fish have no voice

In my presentation I will try to show how it is possible that in a country in the middle of Europe children still aren't perceived as citizens. I will share my experience of changing 5 school streets in Warsaw which is a first non-government project in the capital city of Poland. I will show which are the most important indicators and why without intersectoral cooperation nothing will work. I'll try to explain why the streets are one of the most dividing topics for Poles and how to transform cities without entering into political games.



Agnieszka Krzyżak-Pitura

Founder and CEO polish NGO "Parent in the city",
Poland

PARALLEL SESSION 6.2: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 13.00 - 14.30, BEDFORD HALL IN BEDFORD TOWER AT DUBLIN CASTLE

Eviction: Through the Eyes of Children

Dr. Rowell's research project, "Eviction and Children: Locked Out and Left Behind," explores the long-term devastating effects of housing insecurity on the well-being of children. Dr. Rowell will be sharing community eviction data and interviews with children ages 8-13 in Dayton, Ohio to discuss the need for a children's right perspective in supporting children experiencing housing insecurity.



Dr. Katherine Rowell

Sinclair Community College in Dayton, Ohio, United States, katherine.rowell@sinclair.edu

Inclusive Design for Research Equipment and Environments

This presentation gives insight to how children's participation can really happen. A participatory method called "Architects in school" has been implemented in four south-Swedish municipalities, bringing planners, teachers and children together for collaboration and learning. The results show that the approach was overall successful, but also gives ideas for improvement in order to make it increasingly useful for supporting democracy and development.



Manuela Maier-Hummel

HafenCity University Hamburg and University of Applied Arts and Sciences Lucerne, Switzerland, manuela.maier-hummel@hslu.ch

PARALLEL SESSION 6.2: CONNECTING CHILDREN'S PARTICIPATION TO URBAN POLICIES

FRIDAY, 7TH OCTOBER 13.00 - 14.30, BEDFORD HALL IN BEDFORD TOWER AT DUBLIN CASTLE

The School Contract: planning for a child-friendly city

Perspective.brussels, the Brussels Planning Agency, via its School Service, supports financially the improvement of the school environment and its openness to the neighborhood through an urban renewed program "the School Contract". It targets the most deprived schools located in areas that welcome a multicultural and socio-economically disadvantaged public. To define the projects that will be carried out in the School Contract, a participatory process is led via participatory workshops with children and parents in the neighbourhood, online surveys, student DIY teams,... The issues addressed will be related to the methodologies put in place to involve children in this urban revitalization program.



Donatienne Deby

School Unit of perspective.brussels, Belgium,
ddeby@perspective.brussels

The City as a School

The lecture will present the concept of The city as a learning space, learning from the vast diversity of human, historical, technological, and cultural urban resources. I will present the city as a unique space for place-based and community-based education, by sharing the experience of working on the project From a school in the city to a city as a school. To conclude, I would like to present shortly additional methods of working with pedagogical teams, assimilating the concept of learning in the urban space as part of the school's learning routine.



Shany Granek Isbi

ABCity | Children & Urban Planning, Israel,
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PARALLEL SESSION 6.3: CONNECTING GREEN AND PLAY

FRIDAY, 7TH OCTOBER 13.00 - 14.30, PODDLE ROOM

Playfully connecting disconnected

In challenging times (Coronavirus pandemic, war in Ukraine, climate change etc.) mental health situation for Europe's children is worsening and more and more children face lack of free play in child-friendly green communities. To address these issues, we started a project, which in the long-term promotes and supports children's mental health and social development. We have transformed an abandoned and uncultivated city garden on the outskirts of the city into a green and playful oasis, where we provide an innovative way of co-creating the local community, promote equal access to green urban areas and address the gap in children's play experiences in Ljubljana. With both children's well-being and environmental sustainability in mind, we have designed a programme in which we implement the principles of forest pedagogy and "learning by doing" approach by offering all city children unique outdoor opportunities for sustainable community gardening and learning through free and risky adventurous play. Children (activities are free of charge for disadvantaged children) can utilise the community garden to play independently or choose from a variety of unstructured activities (building a treehouse, swings, planting, etc.).



Katja Poznic & Manca Kaliman

Mala Ulica Public Institute – Centre for Children and Families in Ljubljana, Slovenia, marguerite@playscotland.org

Case Study: Child-focused comprehensive neighbourhood and economic development in Detroit, USA

In this session, we will share about how philanthropic, government, school and community partners in Detroit, Michigan in the United States are re-envisioning the one of its neighbourhoods as a child-centred neighbourhood. Anchoring development in the historic home of Detroit's Black middle class, this model presents an opportunity for shared learning with other cities globally for child-focused economic development centred on green and play. It will examine how public-private partnerships were launched to create a child-centred neighbourhood through: 1) Creating public infrastructure focused on the needs of children and families; 2) Layering on integrated programs to serve the whole child and family from cradle to career; and 3) Consistently and creatively engaging them to inform ongoing development priorities – all embedded within a larger economic development frame to revitalise housing, commercial corridors, and design excellence throughout the public realm.



Jonathan Hui & Alexa Bush

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PARALLEL SESSION 6.4: CONNECTING CHILDREN TO SAFE URBAN SPACES

FRIDAY, 7TH OCTOBER 13.00 -14.30, COURTYARD ROOM

Transcending Safe Spaces – Implementing Safe Spaces against Digital Violence in the City

Based on current studies, up to one third of all young people become victims of at least one sexual assault involving digital media during childhood and adolescence. Even in cases of exclusively digital violence, the consequences for children can be comparable to those of hands-on violence. The digital aspects of violence thus also change professional help offers in the urban infrastructure. In this context the smart city is to be understood as a social space in which the digital and non-digital lifeworld of children results in a fluid online-offline continuum. The concept “Safe Spaces” (Germany) means that from the perspective of the young person, the space designated is free of violence. The concept is up for discussion in its original form due to the permanent accessibility via smartphone and the possibility of being confronted with images of abuse. The speakers will present how the risks of digital violence can be taken into account when setting up Safe Spaces in the city and how Safe Spaces for children can be implemented in urban spaces.



Frederic Vobbe

*SRH University of Applied Sciences Heidelberg,
frederic.vobbe@srh.de*

The impact of retranslation on museum interaction. Results from the Brera Art Gallery

The presentation will provide an insight into the field of interactionism studies in the context of museum communication and linguistic accessibility. Built on a case study of Pinacoteca di Brera’s “panels for young an old”, a specifically engaging text-type that involves visitors in game-like activities, the work is based on a video analysis of child-parent interaction in front of the artworks and their panels before and after a retranslation process into “Easy to Read” language. From a pedagogical documentation perspective, the final aim would be to evaluate if the language simplification could effectively ease children’s exploration of the museum. With retranslation starting to become an integral part of the museum’s communication strategies, it seems imperative that we study the changes that occur with easy language and their impact on visitors.



Valeria Farinacci

*University of Modena and Reggio Emilia and
Reggio Children Foundation, Italy,
valeria.farinacci@unimore.it*

Children's travel and life satisfaction: An attempt to understand the determinants of children's happiness during daily non-school trips with different modes of transport on a target of Japanese children aged 12-15

Although mobility plays a vital role in every individual's subjective well-being, children are usually overlooked when pairing up mobility and satisfaction. In my poster presentation, I will be elaborating on the association of various personal and trip-related attributes and travel/life satisfaction according to the data collected from 487 Japanese 12 to 15-year-olds. Partial least square structural equation modelling reveals interesting patterns that could be used to inform policy-makers to consider the impacts of travel with different transport modes on children's feelings and lives.



Dr. Marjan Khaleghi

Nagoya University, Japan,
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Being creative, being responsive: Let's Grow Together continue to provide high-quality prevention and early intervention services during Covid-19

Let's Grow Together is a community-based promotion, prevention, and early intervention programme located in Cork, Ireland, supporting parents, caregivers, families, practitioners, and services from pre-birth period into infancy and early childhood. Family life was substantially impacted during COVID-19. Limited opportunities for wider social interaction and limited access to early years and primary education presented challenges in our communities and exposed inequalities. To connect with families, Let's Grow Together shifted from a pre-pandemic face-to-face approach to delivering a suite of evidence-based supports remotely through virtual platforms during lockdown, and a blended approach of telephone/online and socially-distanced home visiting and groups as restrictions were lifted. Let's Grow Together adjusted its service to overcome barriers to continue to provide high-quality prevention and early intervention supports to families during the pandemic.



Lynn Buckley

Let's Grow Together! Infant & Childhood Partnerships
CLG, Ireland, lynn@letsgrowtogether.ie

Loose parts outdoor play: A play therapist's perspective

Between 2016 and 2019, I was part of a mobile play project delivering loose parts play in and around Dundee. The project, called Play On Wheels, was designed and managed by the Scottish charity Smart Play Network. It was embraced by the council's health and education department, which installed loose parts play 'pods' in primary schools across the city. It was a very rich and joyful experience, for the children and adults involved, and for me personally. In this presentation I wish to share some of the learning I took from it. Touching upon neuroscience, we will explore the benefits of loose parts play, and especially its therapeutic potential. My suggestion is that loose parts offer unique opportunities for making new connections. Between people – bringing together children, families, communities. Between people and their environment – children and their city. And between 'things' – connecting old, familiar objects and scrap materials to create a new reality, has the power to transform our inner world too.



Eleni Daskalaki-Denman

*Therapist, United Kingdom,
eleni@playfulmindsdundee.co.uk*

Our Wee Garden at the Royal Botanic Garden Edinburgh – Inspiring children to learn, whilst learning to inspire others through their actions

In maximising the opportunities associated with making cities greener places to live, the existing under-utilised spaces of botanical gardens for learning, should not be overlooked. Botanical gardens play an increasingly important role in the fight against biodiversity loss and the climate emergency, however for young learners they are often seen as restricted environments where they are prohibited from running around, playing on the grass or climbing trees. The Royal Botanic Garden Edinburgh chose to challenge this stereotype by piloting an outdoor children's nursery in 2021. The challenges and outcomes of this pilot are outlined in the poster presentation.



Caroline A Walsh

*Royal Botanic Gardens Edinburgh,
shermiston@rbge.org.uk*

Child Friendly City: Co-Designing Lancaster Future

In this paper Dr Ana Costa will present the results of three workshops delivered at a primary school in Lancaster (UK) with children between 6-11 years old). These workshops are part of a toolkit to Co-Design Outdoor Learning Environments for a more sustainable living. These activities will cover the current KS0/KS1/KS2 curriculum for Design Technology and Geography and help us to raise the importance of Outdoor Learning Environments for a more sustainable living among young people and highlight the value of architecture in shaping these. The workshops presented will be improved and will integrate a toolkit to be shared widely across primary schools.

**Dr. Ana Costa**

Lancaster University, United Kingdom,
a.costa@lancaster.ac.uk

How to use children's past for children's future

Järfälla is one of the fastest growing cities in Sweden. The vision is "a vibrant city". Our mission is to involve the children in the city planning. The children are our future – and the ones who are going to live in the places we are planning to build. What can we learn from children when we discuss new neighbourhoods in order to make them as child friendly as possible? In the 1960s, Järfälla underwent a major expansion. Many tall apartment buildings were built, but also city parks with space for children. Today we build a dense city. Where are the places for children? Järfälla culture (JC), the municipal department, enables children's participation and access to culture. JC involves the children to influence the outcome of the projects. As we work in schools we reach children from all backgrounds and get a broad knowledge of children's thoughts and wishes. Järfälla has a long history, with visible traces from the Viking Age and onwards. How can the past be a part of the future? JC works with architecture projects including a combination of historical place research and children's model building for the future. We connect the present with the past!

**Agneta Danielsson &
Ingrid Kennerstedt Bornhall**

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UMAPAZ – Wellbeing in Childhood

UMAPAZ is a public agency linked to the Secretariat of Green and Environment of the city hall of São Paulo, it is the Coordination of Environmental Education and Culture of Peace and the Open University of the Environment and Culture of Peace, São Paulo City. It is integrated in the axis of lifelong education, working with citizens and communities in the complex and unequal city of São Paulo, aiming at preparing people for transforming their own way of life and of their community based on environmental education. Main goal: promoting the connection between young children and natural environments in an urban context. The objectives are: strengthening open public spaces with adaptations for children; Promote free play in green open spaces, promoting direct actions that can inspire and be replicated in schools and families regarding the importance of connecting young children to open spaces and natural environments, promoting the dissemination of information and knowledge about the importance of access to areas for this age group, active listening to children and their interests.



Giovana Barbosa de Souza

UMAPAZ, giovanasouza@prefeitura.sp.gov.br

Parla at your level (Parla a tu altura): Public policy plan for children and adolescents in the city

In the city of Parla (Madrid, Spain), where almost a quarter of the population is under 18 years of age, specific challenges have been identified to ensure that children and adolescents live and enjoy their city and rights. The Plan “Parla a tu altura” became an intense collaborative work between councils, departments, social entities and various actors, gaining the participation of more than 940 boys and girls of Parla. The involvement of many groups and individuals facilitated the development and implementation of the Plan, from the recognition of the diversity of children, their multiple ways of life and experiences, and the varied contexts from which they intertwine and build relationships with their environment. Our team worked on the political and regulatory framework, on the diagnosis of the situation of children and adolescents, and the proposal of strategies, objectives, scheduled actions and evaluation of indicators to monitor the Plan. “Parla a tu altura” continues as a process beyond the Plan.



Alba Navarrete Rodríguez

Polytechnic University of Madrid and the School of Urbanism and Landscape Architecture of the University of Kassel, Germany,
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Developing a school-based depression prevention program for co-ruminating adolescent girls: An intervention mapping approach

Subclinical depressive symptoms are highly prevalent among adolescent girls and are associated with negative consequences, which may pose an economic burden for society. Integrative interpersonal theories of depression highlight the role of communication between friends as important contributors to depressive symptoms. We will present our first digital prototype of the App je Happy app and will elaborate on the different intervention mapping steps. First, we will present what theory- and evidence-based changes are expected to affect obsessive, repetitive co-rumination in adolescent girls. Second, we will present the results of a human-centred hackathon (2021) and usability testing approach (2022), both organised around design crossovers between girls, public health experts, school professionals, scientists and technological and creative experts.



Dr. Patricia Vuijk

*Rotterdam University of Applied Sciences,
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Back to Nature. Playfully Reconnecting the Child

Three play spaces from across the Northern Hemisphere form the basis from which to explore how playful, child-led design can mitigate a loss of free, wild play and can support children in connecting with nature. Conversations are ongoing as to the benefits for everyone of connecting with nature and nature's restorative effects. At the same time we are aware of growing numbers of people impacted by alienation from nature, an increase in mental health disorders, physical ill health and talk of concepts like Nature Deficit Disorder, all are more impactful in childhood. There is an increase in disconnect between children and young people and natural rhythms and phenomena. Play can support the whole child in connecting to the natural world and finding their place within it. We address the possibilities of sharing the child's journey experiencing nature in a respectful way as an adult, as their accompanying caregiver or as the designer of the spaces they inhabit.



Beth Cooper

*Timberplay / Richter Spielgeräte, United Kingdom,
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Building a child-friendly municipality: Apeldoorn family city

My presentations focuses on “Buitenkansen” – inviting public space. We need to be aware that our public space is more than trees, grass and tiles. We work on outreaching public space in which we add value for inhabitants and children. Buitenkansen- Opportunities outside- is an inspiration document we made for professionals and residents targeting -how can spatial, social and programmatic interventions stimulate exercise and contribute to a better use of public space and facilitate intergenerational contact, social cohesion and health. In a pilot with the Johan Cruyff Foundation we focused on committing the neighbourhood to join in on a new customized approach: Cruyff Court plus. By questioning the neighbourhood and representants we collected useful input to create a customized sport- and play park for children but also other generations. We finished one park in Apeldoorn-west and are preparing two Cruyff Court plus in other neighbourhoods. Together with all participant we drew up a covenant for sustainable use.

**Linda Hooijer**

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Living Learning Environment: A Bio- inspired interpretation of “space as an educator” in the Reggio Emilia Approach

The exigency to adopt sustainable social and political actions becomes mandatory worldwide and the UNESCO encourages the inclusion of Sustainable Developments Goals into educational contexts. The inclusion of biotechnological applications in the fields of Architecture, Art, and Material Manufacturing exemplifies extraordinary progress and encourages the inclusion of these developments in educational contexts. All-natural materials, in particular, the new generation of biomaterials – at the convergence of life and technology, represent an emerging class of materials with significant value for sustainability and the circular economy. We believe these qualities must also be integrated into educational contexts to build and grow environmental awareness and respect in the youngest. Camilla will present in her poster a theory of “Space as an Educator” and several bio-inspired Architectural Projects.

**Camilla Cantadori**

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What is important for the promotion of child policies that reflect the voices of children? An analysis of the results of a nationwide survey of local governments in Japan

Toko has conducted nationwide surveys of local governments on the status of the implementation of child policies based on child participation in 1995, 2004, and 2016. The fourth survey is scheduled to be conducted in July this year, targeting about 1,800 local governments across Japan. The specific and main research questions of the nationwide surveys of local governments include the followings: Are children's thoughts and ideas reflected in the formulation and evaluation of child policies? If so, how are children's thoughts and ideas heard? (concrete measures to involve children) In this presentation, Toko will give an overview the results of the survey and show the common features of the municipalities that have been able to promote child policies based on child participation, with a view to suggesting what kind of attitudes and frameworks are important to reflect children's voices in urban policies.

**Toko Uchida**

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The Impact of Play on Children's Mental and Physical Development

As a rights-based organisation, PlayBoard strongly believes that play is an intrinsic aspect of children and young people's lives. We work from the premise that play is fundamental to a healthy and happy childhood. Studies have shown that on average children spend less time outdoors than prison inmates, a sobering and profound thought. Lack of play opportunities ('Play Deprivation') can lead to a buildup of frustration and energy, resulting in unwanted behaviours and poor mental health and wellbeing. It also encourages a sedentary lifestyle and poor eating which has an obvious impact on obesity levels and physical health issues. Statistics are now showing that 1 in 5 children have severe mental health issues before the age of 18 and 1 in 5 children being clinical classed as overweight or obese. The Covid pandemic has severely impacted on children's play opportunities, thus exasperating concerns about their physical and mental wellbeing. During the poster presentation delegates will hear about PlayBoard's work during the pandemic and how we can utilise and promote play in the recovery process as we forge the way forward.

**Katherine Lindsay Dunlop**

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Creating playful spaces to promote local participation and cooperation

**Roni Hirsch**

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Urban Landscape for children in extremely densely populated city, Dhaka-Bangladesh

The recent experiences of Covid-19 have put further pressure on children and restricted their freedoms. Increased stress and low levels of physical activity are two leading contributors to premature death in developing nations and cities like Dhaka (World Health Organisation, 2006). What can be done about this? How can play opportunities and the rights of the child to play as stated by the UN Convention on the Rights of the Child (UN 1990) be re-established in dense cities like Dhaka? This research investigates the potential to reverse this trend in Dhaka by examining the potential to create play spaces, both temporary and permanent in selected case study neighbourhoods, together with an examination of the needs of children and especially of girls, a social group with particular problems in a conservative Muslim society. The results will present and test model designs of outdoor/activity spaces in urban neighbourhoods informed by the results of children and parents' perceptions regarding their needs and desires for play.

**Tasniva Mumu**

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History of playgrounds in Russia – The playgrounds grow with children: 5 years later, photo research

How to make a playground so that it is interesting for children all the time growing up? Children like to be on the playground all their childhood. Some elements of the site are interesting for everyone, some just for a special age group. Whether it is necessary to make the site interesting for everyone or for a specific age. What elements are interesting for all age groups during all childhood? A study of age addressing the play equipment was carried out by the AFA company. Research materials - photos, interviews with children and parents, supervision of children`s play. Lines of analysis: use of play equipment by children of different ages, individual and joint, play scenarios, preferred equipment. A special longitudinal photo session of play made for families with kids aged 2 to 16.



**Maria Sokolova,
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